



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Joseph's Catholic Voluntary Academy

Chesterfield Road, Matlock, Derbyshire, DE4 3FT

School URN:	112929
Inspection Date:	16 October 2017
Inspectors:	Mrs Pamela Tonge and Mrs Anita Blake

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Inadequate	4
Catholic Life:		Good	2
Collective Worship:		Inadequate	4
Religious Education:		Inadequate	4

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Voluntary Academy is an inadequate Catholic school.

- St Joseph's Catholic Academy is a caring school community which follows its mission to 'Live like Jesus'. It is a warm, Catholic environment. It is both inclusive and welcoming. However, the school has not taken adequate action to address the issues identified at the last Section 48 inspection September (2012). There is a lack of strategic vision, planning and evaluation and this is a cause for concern. Leaders, including governors, are not currently demonstrating a capacity to improve in all areas.
- The Catholic Life is a relative strength of the school. There is a positive sense of community which is reflected in the relationships within the school. Parents value the school's ethos and feel that pupils are supported.
- The quality of Collective Worship is inadequate. Whilst pupils engage in Collective Worship, it is predominantly adult led and pupils have not been empowered or given the skills to be fully involved. Leaders do not monitor and evaluate this aspect of school life and therefore they have an inaccurate view of provision and outcomes.
- The quality of Religious Education is inadequate as a result of weak teaching and leadership over time. There is inconsistency in respect of the quality and quantity of the work in pupils' Religious Education books. The insufficient time allocated to this subject and a lack of systematic monitoring and evaluation have resulted in a downward trend in attainment by the end of Key Stage 2 over the last three years. End of Key Stage 2 attainment is significantly below diocesan averages.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's is a smaller than average, one form entry school. It is a sponsored academy under the sponsorship of the St Robert Lawrence Catholic Academy Trust. The school serves the parishes of Our Lady and St Joseph's, Matlock and Our Lady and St Teresa of Lisieux, Wirksworth.
- There are currently 147 pupils on roll. 30% are baptised Catholic; 33% belong to other Christian faiths; 1% identify with other world faiths and 35% have no religious affiliation.
- 19% of the school population has special educational needs and/or a disability (SEND).
- 24% of the pupils on roll are in receipt of additional pupil premium funding, which supports the needs of disadvantaged pupils.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve the quality of Catholic Life:
 - Ensure the school's leadership develop a systematic approach to monitoring and evaluating the Catholic Life of the school.
 - Develop the pupil involvement in the development and evaluation of Catholic Life of the school.
- To improve the quality of Collective Worship:
 - Empower pupils to lead liturgy.
 - Introduce a systematic approach to monitoring and evaluation of provision of Collective Worship.
 - Ensure governors are involved in the monitoring of Collective Worship.
- Raise the standard of pupil outcomes in Religious Education by improving the quality of its leadership and provision through ensuring that:
 - The school meets its statutory requirement to devote 10% of curriculum time to the teaching of curriculum Religious Education.
 - The headteacher, governors and the subject leader for Religious Education know what good and outstanding teaching of Religious Education looks like and ensure that clear plans to make any necessary changes to school practice are identified in the school improvement plan.
 - The headteacher, governors and the subject leader for Religious Education develop regular and systematic monitoring activities that are shared with staff and acted upon to lead to an overall improvement of standards in Religious Education.
 - The teaching of Religious Education in all classes is at least good and incorporates a faster pace including a relevant balance of teacher and pupil talk.
 - The school develops a creative and engaging Religious Education curriculum that supports and inspires all groups of learners.

As a result of this inspection outcome, the school will be required to produce a detailed action plan within 6 weeks of the publication of this report. There will also be regular monitoring visits and a full re-inspection within 3 years.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school – good

- Most of the pupils know the school's motto, 'To live like Jesus'. The School Council has made some contribution to its evaluation. The 'Vision Tree', displayed in the hall, demonstrates that some pupils have been involved in the evaluation of Catholic Life as a whole.
- Most pupils value and respect the Catholic tradition of the school and stated that, 'We believe in God'. Through their behaviour, they demonstrate respect and show care for one another.
- Most pupils recognise the opportunities they have to develop personally and spiritually. They enjoy participating in activities that support others through charitable giving such as CAFOD's Family Fast; CAFOD's campaign for clean water in Lent and the MacMillan Cake Sale.
- Most of the pupils, including those who are not Catholic, are aware of the religious character of the school and their own place within it, and benefit from links with the convent and the parish priest.
- The Catholic traditions within the school are being developed following the recent appointment of the new parish priest. Pupils respond positively to his presence in school.
- Pupils' spiritual, moral, social and pastoral support is a strength of the school and helps them develop their faith; it is valued by pupils, parents and governors.

The quality of provision for the Catholic Life of the school – good

- The school Mission Statement is based on Gospel values and the school motto, 'To live like Jesus' is displayed throughout the school. Staff are committed to this purpose and pupils respond positively, displaying a caring attitude in and around the school.
- Good relationships exist between pupils and staff; pupils know that if they have a problem, the staff will look after them.
- On the website and throughout the school, signs of the Catholic character of the school are clearly visible, including the entrance hall mosaic displaying St Joseph, and wall displays. Focus prayer tables are evident in each class but are variable in their relevance to the age group.
- The school's policies and practices in relation to behaviour are rooted in Gospel values; there are clear rewards and consequences outlined within their policy. However, the Catholic teaching on reconciliation and forgiveness is not included within the policy.
- The school has recently revised its scheme of work in regard to Relationships and Sex Education (RSE) and this is now in line with both Church teaching and diocesan advice. As a result, pupils at the end of Key Stage 2 told the inspection team that they felt prepared for the future.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – requires improvement

- The headteacher demonstrates his commitment to the mission of the Church through his engagement with pupils, parents, governors and staff. Whilst the leadership is committed, however, a lack of strategic vision has limited the development of the Catholic Life of the community.
- The leadership of the school is unclear as to what has been effective and why. The impact of plans to improve the Catholic Life of the school has been limited due to the lack of effective monitoring and evaluation.
- Parents and carers speak highly of the school; they feel welcomed and involved in this 'friendly, family school'. They value the warm welcome which they receive from the headteacher who they feel knows every child. A parent of a child with significant needs stated how well his child was cared for.
- The local governing body is supportive of the Catholic Life of the school; however, they lack systems to challenge the leadership in this area and to monitor the effectiveness of provision.
- The school has faced recent significant changes in staffing and has accessed leadership support from the wider community, including the Diocese, the Primary Adviser for Religious Education and the St Robert Lawrence Catholic Academy Trust. There is little evidence, however, of any sustained impact following their involvement.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	4
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship – requires improvement

- The Collective Worship observed although planned by an adult, was, for the most part, presented by pupils from the chaplaincy team. Pupils participated with respect and reverence with a large majority of pupils saying the school prayer and singing with enthusiasm.
- Pupil response to prayer is limited and demonstrates a lack of knowledge of the rich traditions of Catholic Collective Worship. Pupils are unable to articulate the value of prayer and its impact on their lives.
- The Act of Worship viewed was prepared by adults for the children to deliver. They had a prepared script and although the liturgy followed the expected structure, this was not fully understood by the pupils. Pupils showed some knowledge of scripture, but this is not fully embedded.
- Pupils have the opportunity to attend whole school Mass in the convent chapel and they expressed the opinion that they valued this prayerful experience.

The quality of provision for Collective Worship – requires improvement

- Collective Worship takes place within the school and staff and pupils pray together. There is a programme for Collective Worship that includes whole school, class and joint class liturgy; however Collective Worship does not take place every day.
- The planning for and resourcing of Collective Worship is not in line with the rest of the curriculum. Pupils were able to talk about Collective Worship, but were unable to share examples of inspirational or engaging worship.
- Each class had a prayer focus area and the correct liturgical cloth was displayed, however, there was an inconsistent approach to pupil interaction with this part of school life. There is a lack of resources for pupils to lead liturgy and prayer.
- The school is using support from a member of the Briars team, who acts as a chaplain for one day per half term. The work of the chaplain to enhance Collective Worship has not yet been embedded.
- Parents are invited to attend a variety of Collective Worship and expressed the view that the door was always open for them. No evidence was presented in respect of the numbers of parents and families responding to the invitation.
- Whilst staff are willing to embrace Collective Worship, they lack the skills, knowledge, confidence and resources to inspire and engage pupils.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – inadequate

- Leaders and managers do not adequately monitor and evaluate Collective Worship. There is a lack of evidence of monitoring taking place (only one piece seen) and although there is a timetable for monitoring, there is no evidence that anything on it had taken place.
- Leaders have attended training on Collective Worship, its planning and resourcing, however, there is little evidence that this has been successfully disseminated to staff. As a consequence, the training has had little or no positive impact on provision for pupils.
- Although leaders sometimes seek the views of pupils in their evaluation of Collective Worship, this is not completed in a systematic manner or frequently enough. There is a lack of evidence to support any ongoing analysis of evaluations in order to implement improvements in Collective Worship.
- Self-evaluation of the school, including the population of the diocesan canonical inspection tool-kit, is inaccurate and does not provide a true reflection of the current provision for Collective Worship. Governors have accepted the school's self-evaluation with insufficient scrutiny of the evidence underpinning the judgements.
- The school has begun to develop links with the parish and their priest to enhance the provision of Collective Worship and this has been reflected in the pupils' enjoyment particularly of Mass.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	4
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – requires improvement

- Some pupils enjoy Religious Education lessons and are able to discuss their learning and why it is important to them. However, some showed very few outward signs of enthusiasm and said that the work was too easy. Pupils from Key Stage 2, for example, were copying out passages from the Bible. As a result of the lack of challenge, pupils do not acquire the necessary skills appropriate to their age and ability.
- Pupils have a limited knowledge of the 'driver words' in Religious Education and how these can improve their work. They have little understanding of what they have done well and what they need to do to improve their outcomes.
- Behaviour for learning throughout the school is variable. In most lessons observed, pupils listened attentively and were focused. However, there were significant numbers who were disengaged and either found work too easy and were not sufficiently challenged or did not know what to do and did not receive sufficient support. As a result, pupils did not make adequate progress within lessons and over time.
- Pupils with special educational needs and/or a disability were supported in a variety of ways including one to one and small group strategies. These pupils are fully included in class lessons. However, this support was inconsistent in meeting the needs of this group of pupils.
- There is an inconsistency in the quality and quantity of pupils' work in curriculum Religious Education. The number of completed pieces of work in Religious Education is inadequate; in some year groups, for example, there was no evidence of some entire topics at upper Key Stage 2. The teaching of other world faiths does not meet the minimum diocesan requirements.
- The standards of attainment by the end of Key Stage 2 are significantly below diocesan averages. In the last three years, there has been a downward trend in attainment. Assessment on entry is unreliable, however even allowing for low starting points, progress is inadequate by the end of Key Stage 2.

The quality of teaching and assessment in Religious Education – inadequate

- The quality of teaching in Religious Education ranges from inadequate to good. In some cases, pupils were provided with unfamiliar resources which they were unable to use effectively in the lessons.
- In the better lessons, time was more effectively used and pupils were clear about the learning outcomes. In less successful lessons, there was an overreliance on teacher talk resulting in pupils losing their focus and feeling uninspired.
- As a sponsored academy, St Joseph's receives support from the St Robert Lawrence Catholic Academy Trust. This support has correctly identified key areas for improvement, however, there is little evidence that these have been acted upon to lead to improvements in teaching and learning.
- Teaching of Religious Education is inadequate because teachers do not sufficiently engage, challenge and excite pupils in their learning. There is, in some cases, an overreliance on worksheets and other activities which limit creativity in responses and reduce the quantity and quality of written work.
- Staff value Religious Education and some have attended diocesan training including 'New to Catholic Schools' and 'Come and See' planning sessions. However, there is a lack of impact on pupils' learning from this professional development.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – inadequate

- Leaders and managers do not ensure that the school meets the episcopal requirement to teach Religious Education for 10% of overall curriculum time each week.
- There is inadequate monitoring and no evaluation of pupil progress data and this is one of the key factors in pupils underachieving in Religious Education.
- Leaders have not prioritised Religious Education as a core subject and the school leadership appears to have little understanding of what is required to improve standards in teaching and learning in Religious Education.
- The school's self-evaluation is not an accurate reflection of the school which indicates that all leaders, including governors, do not have a robust understanding of where the school is and what it needs to do to improve.
- The St Robert Lawrence Catholic Academy Trust has moved to support the school but there is no evidence to indicate that the leadership, including governors, have acted with sufficient urgency and robustness in response to their support and advice.

SCHOOL DETAILS

School Name	St Joseph's Catholic Voluntary Academy
Unique Reference Number	112929
Local Authority	Derbyshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 7 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mrs Melanie Barker
Headteacher:	Mr Paul Scully
Date of Previous School Inspection:	14 September 2012
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will be required to produce a detailed action plan and will receive regular monitoring visits. It will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.