

DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Blessed Robert Sutton Catholic Sports College
Bluestone Lane
Stapenhill
Burton on Trent
Staffordshire
DE15 9SD

13th December 2011
(Autumn Term 2011)

URN: 124459

SECTION 48 DENOMINATIONAL INSPECTION REPORT

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| School: | Blessed Robert Sutton Catholic Sports College Bluestone Lane Stapenhill Burton on Trent Staffordshire DE15 9SD |
| Headteacher: | Mr Tony Downey |
| Chair of Governors: | Mr Simon Thomas |
| Date of Inspection: | 13 December 2011 |
| Inspection Team: | Mr Michael Groves Mrs Brenda Carson |
| URN: | 124459 |
| Overall Grade Awarded: | 1 Outstanding |

Description of the school

Blessed Robert Sutton Catholic Sports College is an 11-18 Voluntary Aided comprehensive school. The school is situated in Burton on Trent, Staffordshire, in the Diocese of Nottingham. As the school is very close to the borders of Derbyshire and Leicestershire, it takes students from a relatively wide area from all three Local Authorities. The four Catholic feeder primary schools from which the school draws its main body of students are located within the three Local Authorities and represent the Nottingham Diocese and a neighbouring Diocese.

There are 702 students on roll of whom 54% are baptised Catholics. 31% of students are from other Christian denominations with 2% from other Faith backgrounds and 13% have not declared a faith. The 88 Post-16 students are taught in a collaborative arrangement with the neighbouring Paulet High School.

Students' attainment on entry is broadly in line with national averages. 8% of learners are from ethnic minorities – predominately Polish. 15% of students have Special Educational Needs.

| Common grading scale for all inspection judgements | |
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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness

There is much to celebrate in this outstanding school. Blessed Robert Sutton Catholic Sports College is a vibrant Christian community where each individual is valued as a child of God and challenged to achieve their very best. The open and welcoming atmosphere affirms the ethos and high expectations of 'respect for all' that permeate this school.

Leaders and managers promote, monitor and evaluate provision for the Catholic life of the school and Religious Education to great effect. The commitment to staff development and team building is a strong feature of this school.

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| Overall effectiveness | Grade: 1 |
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What does the school need to do to improve further?

- Encourage students to take responsibility for the ownership of all acts of worship.
- Continue to share best practice across the Religious Education Department to ensure there is a consistency of written feedback. Students need to understand fully how to improve. Targets, particularly at key stage 3, need to relate to assessment criteria.
- Building on the outstanding teacher led questioning techniques; students need to develop their higher order questioning skills.

The school's capacity for sustained improvement

Proof that there is outstanding capacity for sustained improvement is evident in the clear vision for improving the Catholic life of the school and student outcomes. The complete school review, restructure and comprehensive Raising Achievement Plan display high levels of self evaluation and action planning with clear lines of responsibility for delivering results. The effect of these is already obvious in the energised school community this academic year.

Since the last inspection all areas for further improvement have been met.

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| The school's capacity for sustained improvement | Grade: 1 |
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Standards of attainment in Religious Education are high.

Key stage 4 results in 2011 were 5% above the national average and continued the upward trend following a dip in 2009. Progress and attainment across key stage 3 is measured in line with the Bishops' Conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges'. Indicators for all groups are almost always significantly above average.

The quality of pupils' learning and their progress in Religious Education is outstanding. In the lessons observed, students were engaged and enthusiastic. They quickly settled to work and established routines enabled students to effectively manage changes in classroom activities that were skilfully designed to support and develop individual learners. Progress was seen during the lessons and noted in exercise books in both classwork and through extended tasks. Students develop their religious literacy, knowledge, understanding and skills exceptionally well through the use of a range of well-prepared age and stage appropriate material. Teachers know their students, live out the school ethos by having established good relationships with them and plan lessons appropriately. There is exceptionally good support for EAL students and they thrive in the inclusive atmosphere created in this school. Through effective tracking, the department has a clear understanding of the performance of groups and of individuals. Intervention and support programmes are in place to enable all students to benefit from appropriate mentoring and this is valued by students. The dedicated classrooms are well resourced and students benefit from the appropriate use of technology and from the rich displays that feature their own work.

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. Strong, overtly child centred, Christian values permeate Blessed Robert Sutton College and are evident in the interactions of students from their respect of each other on the playground through to their commitment to the poor by fundraising. During Advent, students were supported in their creative ideas for fundraising with sponsored events happening to raise money for a water well in Africa. Students could articulate what was distinctive about their school as a Catholic School and, in particular, appreciated the support given when something has gone wrong. They knew that reconciliation and forgiveness are values lived out in the school. Achievement is celebrated within lessons, across the school and annually at the Awards Presentations held in the local community.

The extent to which pupils respond to and participate in the school's collective worship is outstanding. The chaplaincy role has had a very positive impact on young people and on the quality of worship which has improved significantly since the last inspection and is now outstanding. Excellent examples of worship and spiritual development were witnessed during the inspection. In particular; students were actively involved in leading worship in the lively key stage 3 act of worship. Spiritual development was fostered during the Year 9 and 10 Guidance Lessons giving rise to students sharing their gifts and talents and fundraising for the needy. Students were able to demonstrate instances

of when they had been involved in liturgical celebrations at school, in the parish and in primary schools. There was an ease with which students spoke about the Catholic life of the school and respect shown for views that were different from their own. Students are proud of their school.

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| How good outcomes are for pupils, taking account of variations between different groups | Grade: 1 |
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LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

The headteacher and governors have identified key positions and built a team where skills and experience are enabling full school improvement. The school's leadership, including chaplaincy, is inspirational and deeply committed to the Church's mission in education. Team work is a strength and has been pivotal in realising the challenging action plans with a focus on learning and clear lines of accountability for raising achievement.

The re-structuring of the school day has created quality time for guidance and support as well as the development of spirituality. As a result, students have a real understanding of what it means to be a member of a Catholic community and they are actively involved in all aspects of school life.

Students and adults see this school as fully inclusive and demonstrate respect for all. Support for students and families where English is a second language is a strong feature of the inclusive nature of the school. Students reach out beyond their own community not only through a wide range of charitable activities but also by visiting primary schools, raising awareness of other Faiths and cultures such as Judaism and Islam. The sports specialism ensures that the school is a hub for community activities.

Religious Education is a lead department and the implementation of robust monitoring has resulted in a well focused action plan and continued excellent outcomes for students.

Under the excellent leadership of the Chair of Governors, who knows the school's strengths and areas for improvement well, the Governing Body provides support and challenge. This has brought about further improved outcomes for students from the recognised good provision of the school at the time of their previous inspection. Skills are well matched with one governor ensuring the website is presenting the school from a professional and informative perspective. The link governor for Religious Education is very supportive and will oversee the Religious Education Raising Achievement Plan.

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| How effective leaders and managers are in developing the Catholic life of the school | Grade: 1 |
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PROVISION

How effective the provision is in promoting Catholic Education

The overall quality of teaching in Religious Education is good. A total of nine lessons were observed across key stages 3 and 4. Post-16 lessons were not timetabled on the day of the inspection. At key stage 3, all six lessons were judged to be good or better. Three lessons were outstanding. One lesson at key stage 4 was good and the other two good with outstanding features. Teachers set high expectations and clear routines have been established ensuring that students are on task and that there is no time to be distracted. Lessons are thoroughly planned and a rich variety of stimulating activities promote learning very effectively. The environment in all the Religious Education rooms was conducive to learning and excellent use is made of modern technology to enhance teaching. Students listen attentively and share their ideas. Topics are skilfully differentiated so that all students can access the curriculum. Year 11 students maturely explored the deep ethical questions surrounding euthanasia and in another class transplant surgery. A Year 9 class were studying the meaning and implementation of Liberation Theology. Their answers showed a real depth of understanding. Students who have English as an additional language are well catered for and the careful, accurate translation of material enables them to integrate well, contributing fully to class discussions and to group work. Teachers have promoted questioning techniques but need to ensure that students have sufficient time to formulate their own questions.

The department has a very well prepared assessment policy which is put into practice, providing detailed and accurate information on students' progress and achievement. Realistic yet challenging targets are set for each individual and underachievement is tackled effectively. Students are aware of their progress, are used to both peer and self assessment and know how to improve. The department uses a 'Marking Stamp' to give recorded feedback to students. The use of this stamp can be effective but needs to be consistently related to specific assessment criteria.

The Religious Education curriculum is in line with the Bishops' Conference requirements. The curriculum is evaluated, adapted and enriched so as to meet the needs of groups and the individual. The students are engaged with the curriculum and have become highly motivated learners. Excellent opportunities are provided for spiritual and moral development. The school is very aware of the difficulties of delivering a Post-16 General Religious Education programme for all the Robert Sutton students but there are plans to improve the provision.

Collective worship is central to the life of the school and a key part of every school celebration. Additional time has been created this academic year to enrich the students' experience of prayer, reflection and worship during both the assembly and form time. The school chaplain lives out her role of serving the community most effectively. Staff and students have worked hard to plan and deliver acts of worship based on whole school themes which are prayerful, engaging and thought provoking.

How effective the provision is in promoting Catholic education

Grade: 1

Inspection Judgements Summary

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| Overall effectiveness – How effective the school is in providing Catholic education. | 1 |
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| How good outcomes are for pupils, taking particular account of variations between different groups. | 1 |
| How effective leaders and managers are in developing the Catholic life of the school. | 1 |
| How effective the provision is in promoting Catholic education. | 1 |
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| How good OUTCOMES are for pupils, taking particular account of variations between different groups. | 1 |
| How well pupils progress and enjoy their learning in Religious Education. | 1 |
| Taking into account: | |
| <i>pupils' standards of attainment in Religious Education;</i> | 1 |
| <i>the quality of pupils' learning and their progress;</i> | 1 |
| <i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i> | 1 |
| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 1 |
| How well pupils respond to and participate in the school's Collective Worship. | 1 |
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| How effective LEADERS AND MANAGERS are in developing the Catholic life of the school. | 1 |
| How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils. | 1 |
| How effectively leaders and managers promote Community Cohesion. | 1 |
| How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils. | 1 |
| The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met. | 1 |
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| How effective the PROVISION is in promoting Catholic education. | 1 |
| The quality of teaching and how purposeful learning is in Religious Education. | 2 |
| The effectiveness of assessment and academic guidance in Religious Education. | 2 |
| The extent to which the Religious Education curriculum meets pupils' needs. | 1 |
| The quality of Collective Worship provided by the school. | 1 |