



Catholic Schools Inspectorate inspection report for St Charles' Catholic Voluntary Academy

URN: 146273

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 14-15 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- St Charles' is a warm, welcoming school with a distinct family feel where staff, pupils and families feel valued. The clear, child-centred mission statement of 'Belong, Believe and Blossom' permeates school life.
- The Catholic life and mission of the school is outstanding. Opportunities provided for pupils to learn about and develop their faith are well embedded; pupils therefore have a strong sense of social responsibility for others by following in the footsteps of Jesus.
- Pupils' behaviour is consistently good both in classrooms and outside, where they show care and consideration for each other. Their Catholic character development is further enhanced by the wide range of pupil leadership responsibilities provided by the school.

- Leaders have implemented clear systems for pupils to respond to feedback and marking in religious education books and to revisit previous learning in order to know more and remember more.
- Prayer is an integral part of the school day. Pupils enjoy leading prayer across the school, acting as good role models for younger pupils.

What the school needs to improve:

- Ensure that learning opportunities in religious education meet the needs of all pupils so that tasks and levels of challenge are appropriately matched.
- Ensure that monitoring and evaluation activities in religious education identify strengths and areas for development, enabling subsequent actions to lead to swift improvement.
- Provide a wider range of opportunities for collective worship so that all pupils have more regular and varied experiences of prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

Pupil outcomes

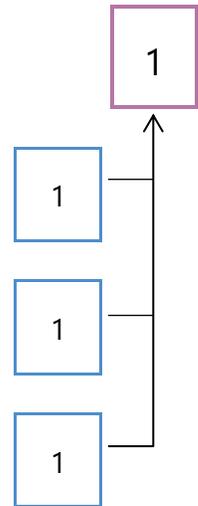
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils feel truly valued and discuss enthusiastically what the school means to them, showing pride in their ongoing contributions. The clear, child-friendly mission statement, 'Belong, Believe and Blossom', is at the heart of the school: this is understood and lived out by all members of the community. Pupils have a strong sense of social responsibility and understand this to be because they are following in the footsteps of Jesus. Pupils understand their role within the school community and actively lead groups such as 'Mini Vinnies', the rights respecting ambassadors, the chaplaincy team and school parliament. Even the youngest pupils can articulate their understanding of the differing needs of others, both locally and globally: for example, reception class pupils recognise the importance of clean running water and that not everyone in the world has access to this. Pupils plan activities to support charities which include selling toast to raise money for 'Mary's Meals', supporting the local Willow Wood Hospice, visiting local care homes and organising donations for Glossop's foodbank. They recognise the impact this makes to the lives of others. Pupils show a deep concern about the world and the environment, demonstrated by considering food waste at school and running a project aimed at reducing it.

Leaders have developed a clear and coherent strategy to embed Catholic Social Teaching throughout the curriculum, including undertaking the United Nations International Children's Emergency Fund (UNICEF) 'Rights Respecting School' award, throughout the curriculum. As a result, the mission of the school is successfully woven through all that is undertaken. Staff are committed to providing opportunities for pupils to learn about diversity and other religions. Pupils benefit from experiences such as a visit to a Jewish synagogue in Manchester. The vibrant school environment celebrates the Catholicity of the school and promotes the strong faith of pupils and staff. Displays about the liturgical year, showing schools events, are prominent and these show visitors a range of

opportunities provided to pupils to enrich Catholic life and mission. Strong relationships between pupils and adults are evident. Pupils play harmoniously together at break times and benefit greatly from the provision of an inviting outside environment to support their play.

Leaders have a strong vision for the Catholic life and mission of the school. The headteacher leads by example and is deeply committed to the school community, which is recognised by all stakeholders. Leaders have worked hard to develop strong partnerships with the parish and have plans to develop these even further. Pupils visit the parish church regularly, where the choir sings and pupils and families discuss attending Mass together. The school and parish worked together to establish a warm hub and they join together for activities during Advent and Lent. The school encourages people from the local community to use the school's facilities, such as welcoming local pre-school groups to use the 'forest school' area. Parents speak very warmly about the school. They feel welcomed into times of worship and other school events. Parents say that their children are happy at school. They comment positively on the spiritual knowledge which their children acquire. Leaders are aware of needs of the staff and have a commitment to their wellbeing. Governors are fully involved in the life of the school and regularly visit to evaluate provision. Governors are ambitious and, together with leaders, have an accurate picture of Catholic life and mission which leads to a targeted, continual cycle of improvement and makes use of training offered by the diocese. Leaders support new or less experienced teachers, establishing a buddy system where more experienced members of staff can answer questions regarding Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

Pupil outcomes

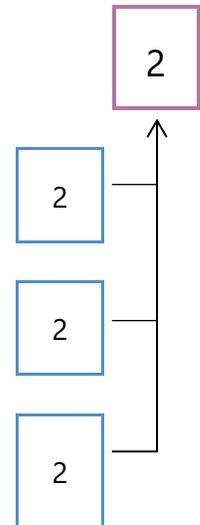
How well pupils achieve and enjoy their learning in religious education.....

Provision

The quality of teaching, learning, and assessment in religious education.....

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....



Attainment in religious education is low when pupils enter the school as they arrive with limited religious knowledge. Pupils enjoy lessons in religious education because teachers make the learning fun and interesting, which helps pupils to learn more about Jesus and how this impacts on their lives. They say, 'Teachers make our lessons exciting and it helps us because it gives us situations we may have to cope with in real life'. Pupils are engaged in their learning and participate enthusiastically, offering thoughtful answers to questions and sharing their ideas. They demonstrate good behaviour in lessons. Not all teachers demonstrate that they have the specific subject knowledge to address misconceptions as they arise, which means that pupil progress is not fully realised across the school. Pupils are supported well by additional adults in the classrooms. Pupils work well together during 'talk partner' tasks and enjoy discussing their ideas. For example, pupils learning about the ten commandments are able to say which one they feel is the most important and why this is so, giving reasons which link to their knowledge of Jesus' teachings. Pupils articulate their religious educational knowledge well and are able to make links to this and their own lives, drawing on their knowledge of Catholic Social Teaching. Pupils are not regularly given enough opportunities to complete extended tasks which challenge them or require them to write at length.

Teachers use the 'Come and See' programme to plan and sequence learning over time and ensure coverage of the curriculum. Staff attend diocesan, trust and school-led training to support with this, and they appreciate such support and opportunities from leaders. Lessons start with a prayer and quiet time to show this is a special lesson. Every lesson includes 'Fluent in five' where pupils recall knowledge from previous lessons to ensure that they know and remember more. This develops links between different areas of religious knowledge. Teachers and support staff use effective questioning to help pupils think deeply about concepts and they give pupils regular reflection time

during lessons. Teachers do not always plan activities which are challenging enough in every class and, as a result, there are fewer opportunities for extended tasks, which limits outcomes for some pupils. The use of 'pink to think' and response in purple pen helps pupils to see where they have been successful and where they need to improve further. The knowledge organisers and 'head, heart and cloud' systems are used consistently by teachers in all classes to help pupils to remember and reflect on their learning within each topic. Staff provide regular praise and rewards for pupils to motivate them in lessons. In some year groups, teacher subject knowledge is not strong enough to support all pupils effectively which limits the ability to tackle misconceptions as they arise.

The leadership team has embedded monitoring and evaluation systems across the school in the form of lesson visits, 'book looks' and pupil voice. Monitoring by leaders has identified some areas for development and introduced strategies to raise standards, such as introducing a lesson structure which is consistently applied in all year groups. Where teaching is less effective, leaders do not fully address areas for improvement quickly enough. Leaders, especially the headteacher, ensure that staff training is a high priority. Teachers receive training through the diocese and attend 'Come and See' planning sessions, moderation with local schools and 'New to Catholic Schools' training. Leaders have worked hard to address actions around marking and feedback from the last inspection and implement consistent strategies. Leaders do not always ensure that planning carefully reflects curriculum end points or provide appropriate challenge for pupils, especially the most able.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship
.....

2

Provision

The quality of collective worship provided by the school
.....

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for
collective worship

2

Pupils have a good start in relation to prayer and liturgy. From a young age, pupils are confident in saying some traditional prayers of the Church and making the sign of the cross. Prayer is integral to the school day and pupils from the 'Mini Vinnies' group go to each class at the start of the day to lead morning prayer. Pupils show reverence and participate enthusiastically in opportunities for prayer and worship, joining in with correct responses and singing. Pupils in both the 'Mini Vinnies' and pupil chaplaincy groups talk enthusiastically about opportunities to lead prayer and liturgy and take their responsibilities seriously. They are currently involved in training the next cohort of pupils in readiness for the new academic year. Pupils enjoy planning and leading liturgical prayer and are keen to share their ideas about choosing appropriate artefacts for prayer areas and enhancing scripture and messages through drama. Pupils do not have the opportunity to experience a wide range of different types of prayer and liturgy; they say that they would welcome more regular opportunities for pupil-led worship. Pupils say they are looking forward to working with the newly appointed lay chaplain. Parents speak positively of being involved in times of worship at school and how these impact positively on their children.

The school provides opportunities throughout the day for prayer and reflection in formal and informal ways, including the school's 'prayer stop'. Pupils and staff follow the liturgical year; prayer areas reflect appropriate liturgical colours. Significant events and times of the year are appropriately marked, such as the May procession and the crowning of Mary. Pupils use the 'Let us Pray 2gether' resource and staff support pupils to become more skilled in using this material. A lay chaplain has recently been appointed and the school has clear plans in place for her to help the school to develop further. Families are invited into school for class prayer and liturgies: they comment on how well they are included. Many areas of the school are dedicated to prayer including the 'Peace Room' which is used for liturgical prayer and lunchtime prayer sessions led by pupils. Hymn practice is held

weekly to encourage whole school singing and worship so that pupils learn and practise both traditional and contemporary hymns.

Leaders and governors place great importance on prayer and liturgy. They are committed to continual staff development and training opportunities through the St Ralph Sherwin Catholic Multi-Academy Trust and the diocese. There are planned opportunities for staff to gather together in prayer and develop their own faith during prayer reflections and online retreats. The school establishes a termly and yearly cycle for prayer and liturgy to incorporate a range of events linked to the liturgical year including St Charles' and St Ralph Sherwin's feast days and holy days of obligation. A formal weekly timetable of regular prayer and liturgy, incorporating a wide variety of prayer, is not established as part of the collective worship policy, although this happens informally. The headteacher leads by example, demonstrating dedication to her own faith when leading liturgical prayer. St Charles' makes regular links with the parish church and all pupils attend Mass there each half term. Links for sacramental preparation are also made between school and the parish, reflecting a good partnership. Leaders evaluate prayer and liturgy: areas for developments are identified to inform action plans. Pupils would like to be more involved in monitoring and evaluation and they have good ideas about how this aspect can be further developed.

Information about the school

Full name of school	St Charles' Catholic Voluntary Academy
School unique reference number (URN)	146273
Full postal address of the school	The Carriage Drive, Hadfield, Glossop, Derbyshire, SK13 1PJ
School phone number	01457 852692
Name of head teacher or principal	Bernie Quirke
Chair of governing board	Rachel Shaw
School Website	www.stcharleshadfield.srscmat.co.uk
Multi-academy trust or company (if applicable)	St Ralph Sherwin Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	27 June 2017
Previous denominational inspection grade	2

The inspection team

Ruth Elmore	Lead inspector
Catherine Murphy	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

