



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Philip Howard Catholic Voluntary Academy

Sunlaws Street, Glossop, Derbyshire, SK13 8DR

<b>School URN:</b>	142042
<b>Inspection Date:</b>	12 June 2018
<b>Inspectors:</b>	Mr James McGeachie and Mrs Sarah Lockyer

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Philip Howard Catholic Voluntary Academy is a good Catholic school.**

- The overall effectiveness of the school is good. The headteacher is an inspirational leader and the strong leadership shown by the senior team has galvanized the school community and taken them on a journey of reflection and development. The headteacher's passion and drive have led to an overwhelmingly positive sense of community and care within the school. She has been ably supported by effective governors at the school, who set challenging expectations.
- The Catholic Life of the school is good and is a significant strength. It is characterised in the positive relationships between all members of the school community and the commitment to supporting those less fortunate than themselves. The 'Gratitude Club' deserves special mention for their work in leading fundraising and community projects to recognise the need to support others. The chaplaincy team has started to play a greater part in developing the Catholic Life of the school. The school should now look to increase the numbers of pupils involved in chaplaincy and develop the range of activities it leads on.
- Collective Worship is good. Form time activities are well planned and well resourced. The quality of assemblies can be a little variable and further training should be provided to strengthen this area. Pupils in the school recognise the importance of praying together and often write prayers for each other and share them. The head of Religious Education has been instrumental in developing the provision for form time and her work is highly regarded by staff and pupils at the school. The school should now focus on encouraging more pupils to lead on Collective Worship and on monitoring its quality more closely.
- The quality of Religious Education requires improvement. The recently appointed head of Religious Education is a strong leader, but changes she has implemented have not yet had a sustained and embedded impact on provision in the department. Teaching is variable and the pace of learning is not always rapid enough. Pupils would benefit from greater consistency in the feedback they receive on their work, so that it helps them to improve.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Philip Howard Catholic Voluntary Academy is a smaller than average 11-16 secondary school, with 445 pupils on roll. It is an academy, which is sponsored by the Nottingham Roman Catholic Diocesan Education Service.
- From 1 September, the school will become part of the newly formed St Ralph Sherwin Catholic Multi-Academy Trust.
- The school serves the local parishes of: All Saints', Glossop; St Mary's Crowned, Glossop; St Charles Borromeo, Hadfield and St Margaret's, Gamesley.
- 38% of pupils of the school are baptised Catholic, 30% are from another Christian background, 4% from other faith backgrounds and 28% have no religious affiliation.
- A higher than average percentage of the school population is eligible for the pupil premium (31%) and 9% of pupils are at the 'school support' stage of the special educational needs and/or disabilities register, 2% of pupils have an Education and Health Care Plan (EHCP).

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop the distinctive Catholic character and ethos of the school by:
  - Improving monitoring and evaluation procedures so that leaders have a comprehensive understanding of the school's strengths and areas for development, with particular focus on the Catholic Life of the school, the quality of Collective Worship and the quality of provision and outcomes in Religious Education.
  - Focusing on classroom display, the school website, the mission statement and the location and size of the Chapel, so that the importance and centrality of the Catholic character of the school are clearly evident.
- Further improve the quality of Collective Worship by:
  - Ensuring that pupils are more actively involved in the planning, resourcing, delivery and evaluation of form time worship, assemblies and whole school liturgies and Masses.
  - Developing the pupil chaplaincy team so that it has wider representation from all areas of the school and training the group in planning acts of worship, which are truly inspired by the life and teachings of Jesus Christ.
- Continue to improve the quality of teaching and learning in Religious Education so that all pupils make more rapid progress in lessons and over time by:
  - Embedding new approaches to teaching and learning, so that they are used consistently across the department to increase the pace of learning and the rates of progress made by all pupils and especially boys and those in receipt of the pupil premium.
  - Ensuring that assessment and feedback are used consistently to inform all pupils of what they need to do to improve the quality of their work and that time is consistently provided to put this advice into practice.

## 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**

- There is a strong sense of community in this Catholic school and pupils are proud of their school.
- Pupils from all faith backgrounds and those of no faith participate fully in the Catholic Life of the school. They see this as an integral part of being a member of the school and can see how they benefit from the Catholic Life of the school.
- Pupils' behaviour is a strength. They show consideration to others and have a strong sense of right and wrong. They are enthusiastic in supporting fundraising campaigns for a range of local and national causes.
- The 'Gratitude Club' is an inspirational group of pupils, who take a lead on ventures to support those less fortunate than themselves in local, national and global projects.
- A wider range of pupils should be encouraged to participate in shaping the school's mission and ethos, including the review of the school's mission statement.

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

- Staff and pupils commented on the positive relationships within the school, which are founded on genuine respect for each other.
- Morale is high within the school. This is underpinned by excellent support staff receive from leaders and governors within the school and was emphasised by members of staff during the inspection.
- The progress of the most vulnerable pupils, including those eligible for the pupil premium and those with special educational needs or disabilities, has been a focus for the school in recent years and as a result of this work, the gap between these students and their peers is beginning to close.
- The Relationships and Sex Education (RSE), Personal Social and Health Education (PSHE) and Behaviour policies are based on Catholic teaching and reflect Gospel values.
- The school needs to complete its work on renewing the school mission statement so that it becomes a focus for all elements of the school's work.
- Although the corridor displays clearly reflect the school's Catholic character, this is less evident in classrooms and on the school's website.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good**

- Leaders and managers, including school governors, are passionate advocates for the school's Catholic mission. In particular, the headteacher is a powerful driving force in ensuring that the school's values are seen in practice across the school.
- The governing body has been very effective in providing an appropriate balance of support and challenge for the headteacher and other leaders and sets high expectations for the Catholic Life of the school.
- As a result of recent work on building a stronger sense of community, pupils are able to articulate how important it is for them to be part of this Catholic school community.
- The staff induction programme is very effective and is well supported by the new head of Religious Education. As a result of this programme, staff are aware of what is expected of them and feel confident in participating fully in the Catholic Life of the school.
- The school would benefit from some lay chaplaincy provision, so that this crucial area of the school's work can be strengthened further.
- The school should develop more robust and consistent monitoring processes so that leaders, including governors, have an accurate and up to date understanding of the school's strengths and areas for development with respect to provision and outcomes for the Catholic Life of the school.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>2</b>
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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 – good**

- The form time activities observed were good examples of student led worship. The assembly for Year 7 engaged students, but they could also have been given more opportunities to be active participants in the worship, which would also have benefited from closer reference to scripture.
- Pupils and staff spoke positively about Collective Worship in form time and in assemblies. They spoke highly of recent liturgies at Christmas, Ash Wednesday and Easter and demonstrated a good understanding of the Church’s liturgical calendar.
- Collective Worship is carefully planned so that pupils of other faiths, or no faith, feel included and are confident to participate fully.
- Pupils were able to articulate how well supported they felt during recent traumatic events at the nearby Manchester Arena terror attack. They highlighted the liturgies, form events and assemblies as being central to the compassionate support they received at that time.
- Although the chaplaincy team presented the assembly well, this is not yet a frequent occurrence and the school should look to create more opportunities to train more of the pupils to take a lead in planning and delivering Collective Worship.

### **The quality of provision for Collective Worship – good**

- There are regular opportunities for pupils and staff to pray together. Staff regard prayer as an important element of the school community. Pupils are encouraged to write and share their own prayers in form time and are all comfortable and confident in doing so.
- Collective Worship is carefully planned so that pupils of all faith backgrounds feel included and that they are able to take part in form time worship and assemblies.
- Staff and pupils were able to identify examples of Collective Worship, which they found particularly inspiring or supportive and which clearly added to the strong sense of community.
- The head of Religious Education, acting as lead for Collective Worship, supports staff with training, advice and guidance on how to lead worship. She also provides engaging and inspiring resources on a regular basis to form tutors to support them in the delivery of form time worship.
- Daily Collective Worship should be more closely linked to the Church's liturgical seasons and be based on scripture. A further development would be to develop the range of approaches to prayer, to include scripture, reflection, religious artefacts, liturgical music and other forms of prayer.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – good**

- The head of Religious Education works tirelessly to promote high quality Collective Worship and her work is recognised by staff and governors.
- Senior leaders make strong contributions to Collective Worship and lead by example by participating in liturgies and Masses and by planning and delivering assemblies.
- Governors are active in their support of liturgical events and regularly feedback to senior leaders and the full governing body meetings on the quality of these experiences.
- The school should also ensure that plans to relocate the Chapel to a larger, more suitable location are realised, so that prominence of the Chapel is a reflection of the school's commitment to the Catholic character of the school.
- The school's monitoring of Collective Worship should be developed so that it is more rigorous and more regular and that as a result leaders have a more thorough understanding of strengths and areas for development. This should include form time, assemblies and whole school liturgies and Masses.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>3</b>
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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**

- Relationships between staff and students are positive and the learning environments reflect the department's passion and drive to improve the curriculum experience. This has been aided and encouraged by a very strong head of department who joined the school in September 2017. She has started to have a positive impact on the department, but there has still been a period of staff instability in the department, which has now been addressed and is set to move the subject forward next year.
- The head of department's drive to share teaching resources and good practice has provided opportunities for teachers, who are non-specialists to build their confidence when delivering lessons and she has been instrumental in ensuring that the schemes of work now meet diocesan requirements including 10% of curriculum time.
- Pupils generally reported enjoying their Religious Education lessons and are keen to do well, as is the culture at the school. Lessons observed showed that behaviour for learning was good and disruption to learning was unusual. This was a strength of the department.
- Pupils acquire knowledge and understanding through the use of 'Question and Answer' activities. However, the pace of learning in some lessons requires improvement so that skills can be acquired more quickly leading to rapid progress. Results for 2015 and 2016 had been in line with diocesan averages but, in 2017, progress and attainment were significantly below national average with an average point score of 4.1 for attainment and -0.43 for progress. This was also lower than predicted but reflected results as a school for that particular cohort.
- In the lessons where teaching was strong, pupils demonstrated good progress in their learning journeys. However, in less successful lessons pupils had a limited understanding of how well they had done and what they need to do to improve. A more focused approach on aspirational objectives and ensuring religious literacy would assist pupils in articulating this area. This is also key as the progress of boys in particular shows that they do less well than girls and continues to be a focus for the department this year and going forward.

**The quality of teaching and assessment in Religious Education – requires improvement**

- The teachers of Religious Education have a clear understanding of the value of their subject and are passionate about improving the outcomes and experience of the subject for all.
- This has been led by the new head of department who has streamlined the schemes of work and made links with other heads of Religious Education in the diocese to calibrate judgements.
- Where teaching is strong, lessons are well planned to meet the needs of pupils ensuring they are secure in their learning. This was evident in the depth of questioning and the challenging tasks presented. Where teaching is less successful, the pace of lessons is too slow and the teaching strategies used lead to a minimal level of learning. Staff in the department should work to share good practice so that all lessons demonstrate a high quality of learning and a more consistent level of progress over time.
- Marking and feedback continue to be a focus for the department, there is evidence of clear target setting leading to good progress being made over time. However, this is not yet consistent across the department and more rigorous monitoring that pupils respond to the feedback is needed. Pupils are unclear about their learning journey and this involvement will ensure they have a greater confidence in making improvements.

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

- Inspectors recognise that the department is on a journey and that the changes made in staffing and curriculum now provide the foundation for rapid improvements moving forward into the next academic year.
- Good links have been made with the wider community and pupils gain first-hand experience of the liturgical life of the Catholic Church and other belief communities.
- The head of department and SLT line manager have a clear vision for Religious Education to be the lead department within the school and they have worked hard to put structures in place with quality assurance measures. Although these plans are being implemented they have not yet had sustained impact on outcomes and therefore the quality of teaching overall requires improvement.
- Leadership of the department shows commitment to the subject's centrality within the school but this has not yet ensured prominence amongst pupils and their development of their unique vocation. Inspectors are confident that this aspect will now be embedded and become secure with the addition of subject specialist staffing.
- Leaders have ensured that Religious Education compares favourably with other core subjects in terms of resources, capitation and curriculum time, which addresses their target from the previous inspection.



<b>School Name</b>	St Philip Howard Catholic Voluntary Academy
<b>Unique Reference Number</b>	142042
<b>Local Authority</b>	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 9 Religious Education lessons, 1 assembly and 2 form time Acts of Collective Worship.

Meetings were held with the headteacher, members of SLT, the subject leader for Religious Education, two governors and recently appointed staff members. Discussions were also held with pupils from a range of year groups and those in the chaplaincy team. Inspectors attended a meeting of the school's 'Gratitude Club' and attended a lunchtime liturgy on the sacred heart of Jesus.

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.

<b>Chair of Governors:</b>	Mr Martin O'Connell
<b>Headteacher:</b>	Mrs Louisa Morris
<b>Date of Previous School Inspection:</b>	29 April 2013
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<b>Email Address:</b>	lmorris@sph.academy

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

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

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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 receive an annual monitoring visit and 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.