



## DIOCESAN CANONICAL INSPECTION REPORT

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

# St Joseph's Catholic Voluntary Academy

Coventry Road, Market Harborough, LE16 9BZ

<b>School URN:</b>	138080
<b>Inspection Date:</b>	02 March 2016
<b>Inspectors:</b>	Mrs Caroline Caille and Mr Gregory Hughes

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Joseph's Catholic Voluntary Academy is an outstanding Catholic school.**

- The headteacher, assistant headteacher and subject leaders ensure that the Catholic Life of the school is given the highest priority and as a result this area is outstanding. They actively promote the mission of the school to 'Believe, Achieve, Succeed' through their everyday routines, demonstrating excellent practice and implementing new practices.
- The governing body oversees a well-structured and dedicated staff. Pupils, and indeed all stakeholders, have been included in shaping the school's mission and are able to speak clearly about its distinctive nature.
- Prayer is central to the life of the school. Pupil-led liturgy has been a focus since the last inspection: the establishment of a chaplaincy team has further raised the profile and importance of worship in school. Engagement with the local parish of Our Lady of Victories is strong and visits between the church and school take place on a regular basis. The parish priest is an active governor who is fully engaged with the spiritual formation in St Joseph's Academy.
- Pupils enjoy their learning in Religious Education. They are engaged in lessons and can talk enthusiastically about their work with spiritual and ethical understanding. Behaviour for learning is good. Pupil outcomes are consistently above diocesan averages. Assessment is ongoing and a range of monitoring activities take place to inform next steps for school improvement.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Joseph's Catholic Voluntary Academy has 201 pupils on roll and is an average sized primary school, situated in the Market Harborough, Leicestershire. It serves primarily the local Catholic parish of Our Lady of Victories. It is part of the Corpus Christi Catholic Academy Trust.
- The core leadership is comprised of the headteacher and assistant headteacher. The Religious Education subject leadership is shared by two members of staff, a Year 1 teacher who has taken on the role this academic year and one Key Stage 2 teacher who is currently on maternity leave. The school has two newly qualified teachers in lower Key Stage 2.
- The pupils are organised into seven single-age classes including a Foundation Stage Reception class. 74% of the pupils are baptised Catholic, 17% are baptised Christian and 1% are from other World Faiths. The percentage of pupils who receive the pupil premium, which is additional funding for pupils known to be eligible for free school meals, in local authority care or with a parent in the armed forces, is below the national average at 7%.

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

- Further increase the responsibility of the newly appointed Religious Education subject leader through her leadership and involvement in:
  - Ensuring that systems for monitoring the quality of Collective Worship and Religious Education are in place and carried out regularly and systematically.
  - Taking on the responsibility for monitoring and evaluating Collective Worship and Religious Education to further improve provision.
- Ensure newly qualified teachers and non-Catholic teachers receive further support to deliver Religious Education and Collective Worship by:
  - Attending relevant diocesan training to develop knowledge and understanding.
  - Receiving in-school and Trust mentoring to deliver Religious Education with increasing confidence to enable the highest possible standards and outcomes for all pupils.
- Further increase the quality and quantity of written work in Religious Education books by:
  - Setting clear expectations for written output that leads to more rapid and sustained progress.
  - Promoting and pursuing pace and challenge in all lessons and for all differentiated pupil groups.
  - Developing the dialogue between pupil and teacher through critical marking and response time to achieve deeper knowledge and understanding.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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 - outstanding**

- Pupils are proud to be members of St Joseph's Catholic Voluntary Academy. The whole school community has been involved in creating their new mission statement which is beautifully displayed in the school hall. As a result, pupils have an excellent understanding of their mission statement and what it means to 'love their neighbour as themselves'.
- Pupils are proud of their religious identity and beliefs. One pupil said that she liked people to see the school badge on her uniform so they knew she went to a Catholic school.
- Pupil behaviour is outstanding and a strength of the school. Pupils are responsive to the needs of others within and beyond the school community. This was evident in lessons, walking around school and conversations with pupils. Pupils are keen to talk about how they look after each other at break times.

**The quality of provision for the Catholic Life of the school - outstanding**

- The new school mission statement is a clear expression of the educational mission of the Church. All staff are fully committed to its implementation across the curriculum and the whole of school life.
- There is a real sense of community with school and parish supporting each other through liturgies, joint fund raising and social events. The strength and quality of relationships at all levels is evident in the positive, friendly atmosphere and the overwhelming support of parents.
- Pupils are very clear about the high expectations of behaviour and personal responsibility. They are proud of any extra responsibilities they have such as school chaplains or members of the school council.
- The provision for Relationships and Sex Education has been recently reviewed and updated following guidance from the diocese. This forms part of the outstanding pastoral care offered to the pupils.

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

- Leaders and managers monitor and evaluate the provision for the Catholic Life of the school well. They use a range of monitoring activities that inform planning for the future.
- Planning for improvements to the Catholic Life of the school involves key partners in tackling areas for development, for example, the development of the school's mission statement. As a result, pupils, parents, staff and governors are able to articulate the school's distinctive mission with understanding and appreciation.
- Leaders and managers are positive role models, demonstrating a public commitment to the mission of the Church and all members of staff are strongly committed to supporting this ethos.
- The provision for the Catholic Life of the school is given a high priority by the headteacher and is supported by governors who are committed to the mission of the school.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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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**

- Pupils at St Joseph's enjoy taking part in the regular prayer life of the school and respond positively in a range of opportunities for Collective Worship which include traditional prayers, meditation and personal prayers.
- Pupil-led liturgy has been introduced into the school and pupils are keen to participate fully and have the opportunity to take a lead in this aspect of school. This was evident in the morning whole school Collective Worship observed on the day of the inspection; pupils presented a drama of the parable of the Prodigal Son. Class liturgy was also observed, prepared and led by pupils, who worked hard to ensure that every child participated. Pupils in the Foundation Stage Reception class took part in silent meditation time where they showed respect and reverence.

**The quality of provision for Collective Worship - outstanding**

- Collective Worship is central to the life of the school. It is evident that praying together is part of the daily experience for all pupils and staff at St Joseph's and has a significant impact on the school's sense of community.
- Acts of Collective Worship are well resourced and planned; parents speak positively about being welcomed into the school.
- Collective Worship is centered on clear themes and messages. This was evident in the theme of forgiveness for the morning Collective Worship, appropriate for the season of Lent and the Year of Mercy message.
- The headteacher and senior leaders have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - outstanding**

- School leaders are committed to the development and enrichment of Collective Worship across the school. The newly appointed Religious Education subject leader is starting to build on the work of her colleague who will return to share subject leadership following maternity leave. She now needs to take on the responsibility for monitoring and evaluating Collective Worship alongside her colleague.
  
- School leaders are keen to support newly qualified teachers and all staff to develop their depth of knowledge and implementation of Collective Worship with regular timetabling of class and whole school collective worship provision. They have been supported through diocesan, school and Trust based professional development.
  
- Senior leaders and governors regularly review Collective Worship with the views of staff pupils and parents being sought and responded to.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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 – good**

- The vast majority of pupils enjoy their learning. They are settled for work and show good listening skills. Teachers are caring and attentive and there is a good relationship with the pupils. Pupils particularly like role play activities. They are keen to do their best and enjoy extended writing opportunities in their big Religious Education books.
- Behaviour throughout the school during lessons is a strength. Pupils show respect to teachers and there is structure and purpose to lessons. In better lessons differentiation is well matched to pupil abilities. There is room for further improvement in the pace and challenge of work set in some classes. The school is well placed to address this aspect.
- Pupils arrive at St Joseph's Academy from supportive parents who are keen to reinforce religious literacy. Yearly cohorts receive strong spiritual guidance from Foundation Stage. Prayer forms a central part in each day and each lesson. At the end of Key Stage 1, pupils make good progress with no group being noticeably behind. Further progress occurs throughout Key Stage 2 culminating in pupils who have a faith filled knowledge in line with diocesan expectations.

**The quality of teaching and assessment in Religious Education – good**

- Teaching is planned throughout the school with consistency and purpose. The '*Come and See*' programme has become embedded in the Religious Education curriculum.
- '*Driver words*' and '*Statements to Live By*' are used throughout the school to good effect assisting pupils in their Religious formation. Teachers use a variety of teaching styles. There is a combination of visual, auditory and kinaesthetic stimulus and as a result pupils are enthusiastic. Information Communication Technology, and drama are used effectively in Religious Education lessons. Further independent learning opportunities such as using i-Pads and having bible resources and supportive hand-outs to hand would enhance current practice and enable independent investigation.

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- Teaching assistants are well deployed and have a clear understanding of the outcomes expected by the end of each lesson. They make a positive impact on pupils and are able to support individuals or groups of pupils.
- The majority of teaching is good. In Key Stage 1, Religious Education is planned across the curriculum with a range of pupil activities. Pupils at the end of Key Stage 2 make very good progress and are capable verbally. The quality and quantity of assessed pieces of work is good. Work in Religious Education books needs to be more consistent in matching these end of topic assessment pieces. In Key Stage 2, clearly targeted success criteria for different ability groups need to be shared. There is scope to tease out a greater depth of knowledge through incisive questioning and teachers need to seek further development of written answers. The school is looking to develop the depth of its differentiation.
- Planning, marking and feedback has whole school uniformity but requires greater consistency and increasing depth. Scrutiny of work and pupil progress meetings occur but there needs to be more focus on the quality of output by pupils. Response time between teacher and pupil needs to be further developed. Staff moderate samples of work as a school and with their Trust. They discuss barriers to learning for vulnerable groups, look at intervention to accelerate learning and close the gap. Data is collected and evidence over the last three years shows that the school is above diocesan averages and internal tracking indicates all groups are making progress.

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

- The headteacher and her senior leadership team have a clear vision for further improvement and work extremely hard to keep the Catholic ethos at the centre of the learning curriculum. The yearly planning and review cycle is becoming firmly embedded. Work scrutiny, observation of lessons and evaluation of outcomes are used to inform next steps for improvement.
- Every child matters at St Joseph's. Money has been carefully spent on staffing, resources and external support. The introduction of 'Silent Listening Christian Meditation' following training is an example of identifying and addressing an area of need. All teachers have carefully introduced this spiritual enrichment to enhance the Religious Education curriculum. Pupils feel secure and as a result achieve their good standards in Religious Education.
- Training is seen as important and attendance at diocesan events is always assured. *Levels of Attainment in Religious Education* have been introduced to all staff and the majority of teachers are confident in levelling work accurately. There are two newly qualified non-Catholic teachers on the staff at St Joseph's. Currently they receive valuable support from experienced Catholic mentors. Moving forward they will benefit from enhancing their depth of knowledge by attending relevant diocesan courses linked to teaching and learning in relation to promoting Catholic ethos as well as class and whole school Collective Worship preparation. The new Religious Education subject leader is enthusiastic and has received strong support. She is well placed to work alongside the other subject leader and continue to move the school forward.



- Governors oversee the improvement of teaching and learning systems and they are focused in maintaining a strong distributed leadership with clear succession planning. They monitor teaching and learning and are keen to challenge staff to achieve high standards. They are supportive of the professional development of teaching staff.
  
- The Religious Education curriculum meets pupils' needs and fulfils the requirements of the Bishops' Conference of England and Wales. Leaders have supported staff to embed the '*Come and See*' scheme of work and this has been developed in an adequate way focusing on the needs and interests of the pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

## SCHOOL DETAILS

<b>School Name</b>	St Joseph's Catholic Voluntary Academy
<b>Unique Reference Number</b>	18080
<b>Local Authority</b>	Leicestershire

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 a whole school pupil led Collective Worship. Meetings were held with the headteacher, the subject leader for Religious Education, the parish priest, school governors and a director from the Corpus Christi Catholic Academy Trust. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including the school improvement plan, the self-evaluation form and additional monitoring and evaluation evidence. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Mike McGowan
<b>Headteacher:</b>	Mrs Karen McVea
<b>Date of Previous School Inspection:</b>	28 March 2011
<b>Telephone Number:</b>	01858 465359
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## 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.