



DIOCESAN CANONICAL INSPECTION REPORT

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

St Joseph's Catholic Voluntary Academy

Philip Avenue, Cleethorpes, North East Lincolnshire, DN36 9DL

School URN:	138014
Inspection Date:	13 November 2018
Inspectors:	Mrs Anita Blake and Mrs Siobhan Minford

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Voluntary Academy is a good Catholic school.

- St Joseph's is a caring, inclusive Catholic community with a committed team of staff who are dedicated to providing their pupils with a good start in life. Under the supportive leadership of the headteacher, the school has continued to provide a good Catholic education for the local community.
- The Catholic Life of the school is good. Catholic values are evident in the positive relationships within the school. Pupils and staff are kind to each other and offer a warm welcome to visitors, parishioners and families. Good quality displays and artefacts ensure that the Catholicity of the school is accessible to all.
- The teaching and learning of Religious Education is good. Learning over time is good and pupils make good progress during their time at the school. Pupils have positive attitudes to Religious Education and enjoy their learning in this subject. Behaviour is consistently good and pupils respond well to each other, their teachers and other adults with whom they work.
- Collective Worship is good. Pupils lead class Acts of Worship with confidence. The Church's liturgical year is celebrated in a variety of ways. Pupils enjoy and participate in a range of Collective Worship experiences.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's Catholic Voluntary Academy is part of the St Thérèse of Lisieux Catholic Multi-Academy Trust which was established in September 2018. The academy is situated in a residential area in the town of Cleethorpes.
- It is a small one form entry school.
- The parishes served by the academy are; the Parish of the Most Holy and Undivided Trinity, Grimsby, Cleethorpes and Immingham.
- There are 191 pupils on roll, taught in eight, single aged classes. 30% of pupils are baptised Catholics (this is lower than the proportion of baptised Catholic pupils at the last inspection). A further 22% of pupils belong to other Christian denominations; 3% are from other faith backgrounds and 46% of pupils have no religious affiliation.
- 22% of pupils are on the academy's Special Needs record and 2% have an Educational Health and Care Plan, this is slightly lower than the national average.
- 27% of pupils are eligible for Pupil Premium funding which is above the national average.
- Since the last inspection, Nursery provision has been established in the academy and there is no longer provision for secondary Catholic education in the area.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - To involve pupils in the monitoring and evaluation of Catholic Life, enabling them to contribute to the shaping of Catholic Life in the school.
- Religious Education:
 - Embed newly developed systems for assessments so that they have an impact on raising standards and ensuring consistency and accuracy of judgements in Religious Education.
 - Ensure that monitoring leads to the improvement of the presentation of work, a reduction on the reliance on worksheets for recording in Religious Education and that there is a development of a more creative, holistic approach to Religious Education keeping up to date with current best practice at 'outstanding' Catholic schools.
 - Ensure feedback is more consistent in all year groups providing a focus on deepening knowledge and understanding in Religious Education.
- Collective Worship:
 - Enable pupils to lead a wider range of liturgy and Collective Worship, including key stage and whole school celebrations.
 - Monitor evaluations from all parties and ensure that evaluations have a positive impact on the provision for Collective Worship in the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> • The quality of provision for the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school. 	2

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

- The behaviour of pupils at St Joseph’s is good. They show consideration for others, are polite and older pupils display a caring attitude towards younger pupils. One pupil said ‘We make sure everyone is safe in our playground’.
- Pupils at St Joseph’s willingly accept responsibilities that are part of their Catholic community. These include: school chaplaincy, the school council and the newly instated mini Vinnies (the Youth arm of the St Vincent De Paul Society). Pupils applied for positions, were voted for by their peers and then elected. Roles of responsibility are valued and are held in high esteem by pupils and adults. Although many pupils take on an active role in the school and respond well to positions of responsibility, they are not, however, fully engaged in the evaluation of Catholic Life and could not provide evidence of how they had made improvements to this aspect of their school.
- Pupils value and respect the Catholic traditions of St Joseph’s and respond to the opportunities that are provided to link with the parish. This includes attending Masses during the year. They also have strong links with the diocese and the newly created St Thérèse of Lisieux Catholic Multi-Academy Trust.
- Parishioners have supported the school through the ‘Love your School’ event in 2017 where they worked alongside parents and pupils to establish a Peace Garden. Residential visits to the Briars have also been financially supported by parish groups thereby ensuring that all pupils had the opportunity to participate in this retreat.
- Pupils from Catholic faith backgrounds and other faiths were able to express pride in their religious and cultural background in an atmosphere of mutual respect. As one pupil said, ‘We accept each other’s faith’. Pupils show respect to all in their community regardless of their faith background.
- The community supports a range of charities including CAFOD, the British Heart Foundation, the NSPCC, Children in Need, Fair Trade, the Gambia Project and UNICEF by making Christmas cards, organising movie nights and holding cake sales. Pupils understand that they are to use their gifts and talents to support others.

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

- The school's mission statement 'We value all in the name of Jesus Christ' is in a prominent position throughout the school. Pupils knew and understood the mission statement; they were also able to explain how it impacted on their daily lives.
- There is a strong sense of community at St Joseph's with positive relationships between colleagues, staff, pupils and parents. The Catholicity of the school is unmistakable through many displays including interactive prayer focus areas and displays honouring Mary, Our Lady of Lourdes, St Thérèse of Lisieux and St Joseph.
- Staff promote high standards of behaviour and this is valued by parents. One parent said, 'all children are well supported by the school including those from the most vulnerable backgrounds'. She felt that this came from the Catholic ethos that underpinned everything the school did manifesting itself in high expectations of behaviour. The parent felt that all children were expected to be kind. She continued 'I wish everyone could have the experience of being at St Joseph's'.
- At St Joseph's, there are clear structures and policies in place which provide excellent levels of care for all pupils including the most vulnerable. Another parent said that she made a commitment to travel to the school for the education her children received. Parents and pupils felt that the teachers were excellent role models and took time to know and care for them.
- School leaders take care of their staff and staff respond positively to the Catholic ethos of the school.
- Programmes for Relationships and Sex Education (RSE) are in line with the teaching of the Catholic Church. The school uses the 'Journey in Love' resource, supported by Sister Dorothy's additional materials.

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

- Leadership at all levels demonstrates dedication to the mission of the Church. The local governing body, including the parish priest, are well regarded by all associated with the school. The parish priest provides valuable advice and support to staff for all aspects of Catholic Life.
- Local governors are aware that a relatively small proportion of the school pupil population is baptised Catholic. They acknowledge their responsibility to the community as a whole in recognising that they are a Catholic community and not merely a school for Catholic pupils.
- The school uses a number of strategies to include parents. Parents said that they were welcomed to many events and celebrations. St Joseph's has adopted a new programme of Advent liturgies that include tea and coffee and sharing books; this has been warmly received by the parents.
- Catholic Life is included in the school improvement plan which also includes the diocesan spiritual themes of Encounter, Discipleship and Missionary Discipleship.
- St Joseph's responds positively to any initiatives from the Bishop; this has included adoration of the Blessed Sacrament.
- Although monitoring of Catholic Life is good, systems for its evaluation are not as robust as they could be. Monitoring and evaluation of Catholic Life now needs to involve pupils and include evidence of how they have made an impact on their community.

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, learning and assessment in Religious Education.
- How well leaders and governors 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

- Pupils start St Joseph's with very little understanding or knowledge of the Catholic faith. From their low starting point, pupils make good progress so that, by the end of their time at St Joseph's, most are in line with diocesan expectations.
- All pupils are supported in their Religious Education regardless of their faith background or identified special educational need and/or disability. The curriculum supports pupils' development and the progress they make in developing their religious literacy over time is good.
- During lessons observed, pupils were well behaved and were supported by teachers and the additional adults in the classes. Pupils demonstrated positive attitudes to their learning and worked well with their peers.
- Pupils said that they enjoyed Religious Education lessons and most felt that they had to work as hard in Religious Education as they did in English and mathematics. They held positive attitudes towards Religious Education.
- There are systems in place to assess pupils' outcomes and responses in Religious Education. These are comprehensive and detailed, however, they have yet to be embedded and, as such, have not yet had an impact on raising standards.
- Although teachers assess work regularly using assessment tasks and on-going assessment strategies, there were inconsistencies in how these were interpreted resulting in variable judgements.
- Generally, pupil outcomes in Religious Education are of a good standard although the presentation of pupils' work is variable and there is an over-reliance on worksheets in some year groups which can limit the depth of pupils' responses. A majority of recording in Religious Education is in the written form (the school meets diocesan expectations regarding the quantity of written pieces of work per topic), however further opportunities for pupils to record their thoughts and ideas in more creative ways should also be developed and this is an area for the school to address.

The quality of teaching, learning and assessment in Religious Education – good

- Teaching in Religious Education over time is good. In the lessons observed, teachers demonstrated good subject knowledge, were aware of the subject matter to be covered and were able to answer pupils' questions accurately with a good level of knowledge. Time was mostly managed well and pupils were able to apply themselves making good progress over time.
- The lessons observed were well resourced and engaged pupils' interest and curiosity. Additional adults were used to support individual pupils and groups of pupils throughout the lessons.
- Since the last inspection, marking and feedback strategies have been developed. A traffic light system enables pupils to evaluate their own work. Teachers provide comments to acknowledge achievement and in some cases relevant comments are made to support improvements in learning. Some pupils respond to the marking but this has limited impact.
- There was some use of open ended questioning, particularly at the end of Key Stage 2 that promoted pupils' responses at a deeper level and, as such, they were able to demonstrate their understanding.
- During Religious Education lessons, teachers positively reinforced good learning behaviours providing feedback and encouraged pupils to work hard.

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

- Local governors and leaders ensure that the episcopal requirement of 10% of curriculum time being devoted to the study of Religious Education is met, as evidenced by the quantity of work produced over the year. Senior leaders have allocated a morning for Religious Education each week in all year groups.
- Through work sampling, leaders have monitored the coverage of Religious Education in all year groups. However, the lack of challenge for all ability groups and the variation in the presentation of pupils' work remains.
- There is a commitment from the leadership of the school, including local governors, to ensure that Religious Education is well resourced. This includes good quality professional development for all staff either as part of school Continuous Professional Development or training provided by the diocese. The school has recognised the importance of the role of the subject leader in Religious Education and made the decision to share this role between two members of staff. Both leaders of Religious Education have a shared vision for improvement and a commitment to support all other staff to develop Religious Education.
- The subject leaders for Religious Education engage in a wide range of monitoring activities including: book trawls, observations, planning reviews and discussions with pupils. Monitoring has identified inconsistencies in ongoing assessments and systems have been established to address this. The systems are, however, in the very earliest stage and as such have had limited impact on ensuring consistency and accuracy of judgements.
- A new tracking system has been established and this includes pupil progress meetings ensuring that Religious Education is challenged in the same way as other core subject areas.
- Leaders for Religious Education attend diocesan training, this includes moderation of assessed pieces of work in collaboration with other schools.

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- Leaders' and governors' self-evaluation of Religious Education is informed by a range of monitoring activities but because it is not informed by current best practice in Religious Education where expectations are consistently high, their analysis is over generous. Local governors have identified that, 'everything should be rooted in Religious Education and grow from it', encouraging the development of the whole child, with all areas of the curriculum covered and pupils' talents developed.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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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 governors 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 value Collective Worship and are keen to participate in it. They have the opportunity to share in a range of different forms of Collective Worship including whole school Acts of Worship, class and key stage liturgies, whole school Masses and class Masses and liturgies. The parish priest is fully committed to supporting the development of Collective Worship by sharing these in the parish bulletin and inviting parishioners to attend Masses in school.
- Pupils have a good understanding of the Church's liturgical year and prayer focus areas in each class reflect the liturgical seasons. For example, Advent, Christmas, Lent and Holy Week are all celebrated appropriately.
- Pupils prepare and lead worship in their classes with confidence and enthusiasm. They use the 'Let us Pray', resources to promote independence in this area. However, this is not fully embedded in all aspects of worship.
- A variety of approaches to prayer are established at St Joseph's including formal and spontaneous prayer. Pupils at the end of Key Stage 2 particularly enjoy the inclusion of contemporary music where lyrics are adapted to reflect the liturgical theme.
- Pupils spoke of the positive impact that being part of a prayerful community has on them. They are respectful of all within their community regardless of their faith background. St Joseph's is an inclusive and respectful community.

The quality of provision for Collective Worship – good

- The school day at St Joseph's is punctuated with prayer and times for reflection. Pupils pray together with staff and staff have regular opportunities to pray together.
- Collective Worship has appropriate liturgical themes and these reflect liturgical seasons and the Catholic identity of the school. All pupils appreciate Collective Worship as part of their experience at St Joseph's. They spoke positively about the opportunities to pray, reflect, light candles and sing.
- The subject Leaders for Religious Education and the headteacher have a good understanding of the liturgical year and how to provide worthwhile opportunities for pupils to engage in meaningful Acts of Worship.
- Leaders have encouraged and supported the attendance by other adults at Collective Worship. Parents expressed the view that a warm welcome was extended to them to attend many different Acts of Worship and celebrations.
- Leaders have provided a variety of opportunities for pupils to lead Collective Worship. There are now two class chaplains in each class. The outgoing chaplaincy team has acted as mentors for the new chaplaincy team, training them through modelling of good practice.
- Pupils are encouraged to evaluate each other's liturgies and visiting adults' views are sought through the visitors' book.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – outstanding

- Leaders, including the parish priest have expert knowledge on how to plan and facilitate a range of Collective Worship.
- Leaders have an accurate knowledge of the liturgical year and ensure that all seasons are celebrated, for example in 2017, a May Procession to Our Lady was introduced.
- The subject leaders for Religious Education provide in-house professional development for all staff. They gather the views of staff through questionnaires and then allocate time and resources to support staff and deepen their understanding and practice.
- The parish priest is a regular and welcome visitor and contributor to Collective Worship. He spoke positively about the increased participation in Collective Worship by pupils and has shared this with senior staff and the local governing body.

SCHOOL DETAILS

School Name	St Joseph's Catholic Voluntary Academy
Unique Reference Number	138014
CMAT	St Thérèse of Lisieux

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 (September 2018). 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 8 Religious Education lessons and 3 Acts of Collective Worship.

Meetings were held with the headteacher, the two subject leaders for Religious Education, two local governors including 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 Margaret Henry
Headteacher:	Mrs Sarah Pollard
Date of Previous School Inspection:	05 November 2013
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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 18 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 receive an annual monitoring visit and will be re-inspected within 3 years.