



DIOCESAN CANONICAL INSPECTION REPORT

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

St Joseph's Catholic Voluntary Academy

Chesterfield Road, Matlock, Derbyshire, DE4 3FT

School URN:	112929
Inspection Date:	08 November 2021
Inspectors:	Mr Gregory Hughes and Mrs Pamela Tonge

Overall Effectiveness	Previous Inspection:	Inadequate	4
	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 Catholic Academy is a welcoming, nurturing school community which exudes its mission, 'To Live like Jesus'. Families are proud to be part of this warm environment and appreciate the good communication by leaders and the support given to the needs of all pupils.
- Catholic Life is a strength of the school. Stakeholders value and actively participate in the Catholic Life and mission of the school. There is a clear sense of community at all levels, which parents appreciate. 'Staff are dedicated, and we are always made to feel included,' commented one parent.
- The quality of Religious Education is good. The Religious Education lead teacher has worked hard to ensure that most pupils, from their varied starting points, make good progress in each key stage. Staff have worked hard since the last inspection to develop provision and use the diocesan frameworks to improve overall standards.
- The quality of Collective Worship is good. Pupils act with reverence and are keen to participate in Collective Worship. It has a purpose, message and direction. Opportunities are planned to celebrate with the wider community, together with the parish priest and Presentation Sisters.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's is a smaller than average school which is part of the St Ralph Sherwin Catholic Multi-Academy Trust.
- The school serves the parishes of Our Lady and St Joseph's, Matlock, and Our Lady and St Teresa of Lisieux, Wirksworth.
- There are currently 122 pupils on roll.
- 20% of pupils are baptised Catholics; 19% of pupils belong to other Christian faiths; 3% of pupils identify with other world faiths; 58% of pupils have no religious affiliation.
- 20% of the school population has special educational needs and/or a disability (SEND).
- 49% of the pupils on roll are in receipt of additional pupil premium funding, which supports the needs of disadvantaged pupils.
- Since the last inspection, the school has seen significant changes in leadership: a new executive head and head of school have been appointed.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - Continue to develop the chaplaincy provision, prioritising this within school improvement plans.
 - Further embed the new Relationships and Sex Education (RSE) curriculum, using a range of resources.
 - Post-pandemic, re-establish the links with the wider parish community.
- Religious Education:
 - Ensure that the quality of Religious Education work produced by pupils
 - replicates in class workbooks the same standard which is evidenced in assessed pieces, and
 - encourages greater independence.
 - Following monitoring activities, leaders and managers need to ensure rigorous moderation to validate judgements.
 - Establish a clear monitoring timetable with timelines and action points, in order to secure further progress.
- Collective Worship:
 - Develop in pupils the skills required for planning, delivering and leading quality Collective Worship independently.
 - Increase opportunities for pupils to lead liturgies for a variety of groups, enabling them to develop confidence in
 - using a variety of approaches, and
 - more frequently making informed choices, by having access to a range of stimulating resources and artefacts.
 - Include governors more actively in the evaluation of Collective Worship, with a clear timetable of planned monitoring throughout the year.

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 governors 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

- St Joseph's whole-school environment clearly demonstrates the Catholic ethos and mission. Pupils understand how 'to live like Jesus,' what it means to have a vocation and the importance of using one's gifts in the service of others.
- The welcoming reception area contains displays of their patron saint, together with a whole-school tapestry dedicated to mark the year of St Joseph.
- Bishop Patrick's spiritual themes of encounter, discipleship and missionary discipleship, together with virtues to live by, form a central focus of the school. Catholic social teaching is celebrated in the school with pupils' examples of rights and responsibilities and their care for creation.
- Behaviour throughout the school is exemplary; pupils are polite and well-mannered. The children say that, 'everyone is included here,' and that they care for each other. Pupils feel safe and well-supported by teachers who have clear rules and ensure good pastoral care.
- The school has a clear mission to support vulnerable groups and those less fortunate, including a wide range of local and worldwide charities: Ashgate Hospice, Bluebell Wood, Save the Children, Children in Need, MacMillan and CAFOD.
- Parents speak enthusiastically of how the school's mission and Catholic ethos is appreciated by all. They praise the dedicated staff who have worked hard to improve Catholic life in the school community. A real strength of the school is the level of pastoral support; pupils are happy, secure and confident.
- The new chaplaincy provision has enhanced the work of the Liturgy Group, who are beginning to enjoy more opportunities to participate.

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

- There is a clear sense of community at all levels at St Joseph's, which is evident in the quality of relationships. Systems are in place to ensure that staff well-being is also a priority.
- The school has been able to retain strong links with the parish priest and the Presentation Sisters during the pandemic, maintaining a sense of community. Re-establishing the links with the wider parish community will further embed this aspect of Catholic Life.
- Staff promote high standards of behaviour; they are good role-models of mutual respect and forgiveness for pupils.
- The chaplaincy provision has been established to support and promote the Catholic Life of the school. Staff are committed to this area of school life and recognise its importance in the life of the school.
- Prayer underpins the school day. The school family clearly values the importance of prayer and reflection, which is evidenced by the formation of the new chapel area and outdoor prayer garden. Pupils volunteer to pray at break times and are taught a range of prayers, such as The Rosary.
- The school has good pastoral care and has embraced the new 'Relationships and Sex Education' expectations, statutory from September 2021, which reflect Catholic teachings and principles. This area is now to be further developed and embedded.
- Staff are committed to the improvement in the quality of curriculum provision and have participated in a wide range of continuing professional development.

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

- The leadership team is committed to the church's mission in education. The development of Catholic Life in the school is viewed as a core leadership responsibility.
- All stakeholders have been involved in reviewing the current school mission. Parents and pupils have answered a series of questions about their individual understanding of the mission, which has led to a refreshed vision which is ready to be launched and implemented.
- Governors take their responsibilities seriously. Regular contact with the school through the pandemic has ensured that Catholic Life has continued to develop in line with the Bishop's directives. The governors are proud to be part of the community: they make a good contribution to the school's mission and are developing strategies to enable further challenge and support.
- Social media platforms have enabled parents and staff to continue regular contact and support the Catholic Life of the school. Virtual liturgies and celebrations have been a feature of remote learning, together with the opportunities to participate in Mass.
- Whilst the school uses the current resources effectively, an audit would be beneficial to provide leaders at all levels with a review of potential resource gaps.
- The establishment of a new nursery has been a planned improvement to further enhance and promote the school's provision. By laying these foundations at the earliest possible stage, the local community can more richly benefit from the Catholic Life of the school.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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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 enter St Joseph's from a low starting point. The school has a number of pupils from vulnerable backgrounds. However, these pupils receive a high level of support from teachers and teaching assistants. Almost all pupils from their varied starting points make steady progress through key stage 1 into key stage 2. The school has worked hard throughout the pandemic to ensure that remote learning has kept Religious Education as a focussed core subject.
- Pupils state that they enjoy their Religious Education lessons. They speak with enthusiasm about their work. Most pupils, relative to their age, are engaged and becoming increasingly religiously literate. The school needs to continue to encourage opportunities for independent learning and research. Access to resources, and purchasing additional materials, will further progress.
- Pupils' behaviour is a strength. They are attentive and keen to participate and learn; they are respectful towards each other and their teachers; they state, 'everyone is included; we care for each other'.
- The use of driver words and scripture detective activities help to give structure to learning. Further development of this, and an understanding of how driver words support outcomes, is now needed.
- Pupils are keen to learn and to have opportunities to work independently. There is scope for them to be exposed to more challenge and be given further independence. Pupils respond positively to encouragement for more extended work and the opportunity to make deeper responses.
- Pupils' attainment has improved significantly over time. The quality of presentation and content has moved to good overall. This now needs to be built upon and maintained. Outcomes are now close to diocesan levels.

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

- The quality of teaching and learning has improved noticeably since the last inspection. The 'Come and See' programme is used consistently throughout the school. Similarly, the use of diocesan driver words, the big question and the head, heart and cloud symbols, to prompt and improve both quality and content, are uniformly in evidence throughout the school.
- Staff are keen to develop good practice. Appropriate professional development is provided through in-house training and diocesan support. Other adults are deployed effectively to support the learning of pupils. Teachers new to the school are well supported and show growing confidence in their subject expertise.
- Teachers show a good, improving understanding and knowledge of the subject, relative to their year group. Lessons are thoughtfully prepared and highly-structured: whilst this enables pupils to complete tasks and reach learning outcomes, consideration should be given to allow more time for more independent research. There is scope for greater creativity in activities, research and extended writing.
- Teachers use a variety of methods to engage the class, such as role-play, artwork and singing activities. The presentation of books is neat and there is a noticeable move away from an over-reliance on work sheets. Questioning is precise and teachers need to continue to develop children's responses to promote greater depth within answers, as well as increased independence.
- Assessment in Religious Education is understood by teachers and is captured on a regular basis. Assessed pieces of work show that the pupils are capable of work demonstrating both quality and quantity. This standard now needs to be applied more consistently in regular written tasks. Teachers now need to use in-school and CMAT moderation to ensure accurate grading for all pupils.

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

- The Religious Education subject leader, together with the head teacher and governors, ensure that the provision of the Religious Education curriculum meets the Bishops' Conference requirements. Relationships and Sex Education (RSE), including use of the 'Ten:Ten' programme, is timetabled effectively.
- Monitoring of the school's data is carried out within the school predominantly by the subject leader; this is overseen by the leadership team. Although feedback to teachers occurs, this is predominantly informal. A more structured and rigorous approach is needed to ensure the embedding of sharp analysis. A clear timetable, with action points and timelines, needs to be adhered to. External moderation within the Catholic Multi-Academy Trust will ensure accuracy, particularly with pieces of work considered as 'exceeding' expectations.
- Leaders seek the thoughts of pupils; parents are keen to give and receive regular responses, both verbally and in questionnaire form. The majority of responses are overwhelmingly positive and leaders continue to be proactive in dealing with any perceived issues. The good level of communication enables pupils and parents to feel cared for and valued.
- The senior leadership team is keenly aware of the journey the school has travelled along towards a stable and solid footing, which now places the school in its current, good position. There is drive and determination to continue to progress and maintain the current level of expertise and focus in Religious Education. The leadership team has correctly identified further areas for monitoring and support in its own self-evaluation. Together with the external monitoring from the Catholic Multi-Academy Trust, St Joseph's is in a strong position to ensure that the high expectations of the school are met and that continued progress occurs.

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

- The pupils' experiences of Collective Worship at St Joseph's, living and working in a faithful, praying community, have a positive impact on the spiritual and moral development of many pupils, irrespective of ability or faith background. This is demonstrated by the level of participation and respect observed.
- With support, the chaplaincy group planned and prepared a whole-school Collective Worship, with the theme based on the virtue of 'Hope'. Pupils entered the hall quietly and respectfully. The worship began with traditional prayers and a reconciliation prayer. The school responses were strong, demonstrating their understanding and commitment.
- After the Gospel reading, pupils retold the story again through mime. Following the response to the scripture, thanksgiving prayers were read, together with spontaneous prayers of hope for those in their immediate or wider community. Liturgical music was used appropriately and pupils enthusiastically sang the hymn, 'Be still'. Using a dove template, the mission invited pupils to draw or write a future hope, which was to form part of a later display.
- A year 6 pupil-led act of worship demonstrated that pupils were using good scaffolding templates to improve and develop the quality of worship, working successfully in groups with peer-to-peer support.
- Following the pupils' foundations in planning Collective Worship, they should now be given greater independence and ownership in planning and selecting the components. New resources, such as the new 'Let us pray 2gether' materials, provide further ideas of how this might be achieved.

The quality of provision for Collective Worship – good

- Collective Worship at St Joseph's has a purpose, message and direction; the Collective Worship folders and prayer areas demonstrate an understanding of the liturgical seasons and the Catholic character of the school.
- The school benefits from a Collective Worship lead member of staff together with a Trust lead lay chaplain. Together, they are committed to promoting and developing high quality worship. They should ensure that, through their expertise, targeted training empowers all members of staff.
- Leaders promote the planning and leading of Collective Worship: there are good staff role-models throughout the school. For example, the Collective Worship lead is completing a chaplaincy apprenticeship; the parish priest provides specific support and advice in school as well as leading liturgical celebrations.
- Staff and pupils take advantage of a wide range of resources such as 'CAFOD' material to enhance worship. During the pandemic, the school ensured that Collective Worship continued; pre-recorded liturgies and the 'Mark 10 Mission' links were made available to maintain inclusivity.
- Whilst the whole-school provision for Collective Worship resourcing is adequate, each classroom would benefit from an individual liturgy box containing further age-appropriate materials and artefacts. These would encourage creativity and a more meaningful engagement of pupils, linked to the particular 'Come and See' topics and the liturgical themes of the Church.

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

- Leaders at St Joseph's know how to promote, plan and deliver quality Collective Worship. This is well evaluated by parents, staff, governors and pupils.
- There is a range of evidence to support the monitoring and evaluation of Collective Worship through planning and monitoring folders, interviews, feedback from Collective Worship and class planning templates.
- Parents' views support improvement. They have initiated the introduction of collective responses being displayed on screen for all to access during Collective Worship, encouraging full inclusivity.
- One parent of a pupil in year five commented, 'Pre-lockdown, it was lovely for parents to share in Collective Worship and Mass in the school and in the convent. These were always joyful occasions during which all children participated respectfully and faithfully'.
- Governors' feedback promotes amendments and improvements. Governors should continue to be more actively involved in the evaluation of Collective Worship, with a clear timetable of planned monitoring throughout the year.

SCHOOL DETAILS

School Name	St Joseph's Catholic Voluntary Academy
Unique Reference Number	112929
CMAT	St Ralph Sherwin Catholic Multi-Academy Trust

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 5 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the head of school, executive head, governors, the subject leader for Religious Education, the Collective Worship lead, lead lay chaplain, CMAT representatives: CEO, trust leader of excellence in education and the deputy director of school improvement. 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 Karen McCluskey
Headteacher:	Mr Graham Lobb (Executive Headteacher) Mrs Katherine Chadbourne (Acting Head of School)
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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.