



DIOCESAN CANONICAL INSPECTION REPORT

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

St Edward's Catholic Voluntary Academy

Newhall Road, Swadlincote, DE11 0BD

School URN:	143513
Inspection Date:	10 March 2020
Inspectors:	Mrs Ann Glynne-Jones and Mrs Catherine Murphy

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- Catholic Life is outstanding at St Edward's. The mission statement of the school is well established and forms the basis for the spiritual life of the school. The school has invested energy, time and resources into equipping the school community with spaces for prayer and in training for the pupil chaplaincy team so that they have the skills and knowledge to take an active part in the Catholic Life of the school.
- Pupils benefit from high levels of care and support and they value the part that adults in school play in their wellbeing. St Edward's has well developed provision for pupils that encourages self-reflection so that they can recognise their emotions and how this can impact on their behaviour. Leaders and local governors now need to ensure that their monitoring is sufficiently evaluative.
- The teaching and learning of Religious Education are good. Pupils are enthusiastic about their learning: they concentrate hard in lessons and want to do well; they have pride in their work. Learning over time is good and pupils make good progress during their time at the school. Behaviour is consistently good with excellent relationships between all members of the school community.
- Collective Worship is good. St Edward's is a prayerful community. Pupils act with reverence and are keen to participate in Collective Worship. The school has established a competent and capable chaplaincy team which prepares and leads worship with confidence placing the school in a strong position to grow even stronger in this important area of school life. Leaders and local governors need to develop further the monitoring and evaluation of Collective Worship.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Edward's is an average sized primary school, which serves the parishes of St Peter and St Paul and St Joseph the Worker, Swadlincote.
- There are 215 children on roll, 42% of whom are baptised Catholic. 29% of pupils are from other Christian denominations, 1% from other faith backgrounds and 28% have no religious affiliation.
- The proportion of pupils who come from minority ethnic backgrounds or who speak English as an additional language is well below average.
- The percentage of pupils with special educational needs and/or disabilities is 11% – this is below the national average.
- The percentage of pupils known to be eligible for pupil premium, which provides the school with additional funding for children in Local Authority care, for pupils known to be eligible for free school meals and for pupils from service families is 18% - this is below the national average.
- St Edward's became part of the St Ralph Sherwin Catholic Multi-Academy Trust on 1 September 2018.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - Monitoring of Catholic Life at all levels needs stronger evaluation of findings in order to lead to more effective strategic improvement.
- Religious Education:
 - Ensure that the lessons are all well-paced and structured so that pupils have ample time to complete tasks and activities and to write at length.
 - Analysis of assessment information needs to be more robust and systematic to ensure that pupils progress from year to year informs teaching and that the impact of any pupil intervention is carefully analysed.
- Collective Worship:
 - Monitoring and evaluation of Collective Worship need greater analysis of the impact of initiatives.
 - Develop greater pupil independence in the planning and delivery of Collective Worship for all pupils.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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 – outstanding

- The mission statement of the school: 'True Mind, True Heart, True Spirit' permeates all aspects of the school and is evident throughout. Pupils are able to talk about the mission statement and how everyone is kind and has respect for each other, for example if a new pupil joins the school.
- In the immaculate and well-presented classrooms, the prayer and Religious Education focal points reflect strongly the Catholic nature of the school and the pupils' involvement with it. For example, in one class there were footsteps leading from the floor to the prayer area display on the wall which pupils explained was like their journey through Lent, following in the footsteps of Jesus.
- Pupils value the care shown to them by the school. They report that the adults in the school help them to sort out any falling outs between themselves and give them strategies such as 'shrink-calming' techniques to support them with managing their emotions. Pupils are well behaved and they were able to articulate the clear expectations the school has for behaviour and the procedures in place for encouraging personal reflection on their actions and choices.
- The pupil chaplaincy group, 'Eddie's Angels' contribute to the monitoring of the Catholic Life of the school. They report that they go on learning walks around the school to look at how the Catholic Life is reflected in the classrooms as well as how the classes pray together. As one pupil put it, 'We look around the whole school to check everything'. They have their own Catholic Life committee and make suggestions as to how the Catholic Life of the school could be further improved. Other pupils value the pupil chaplaincy group and many aspire to joining them when they are in Year 6.
- The recent conversion of a small office into a chapel provides a place of contemplation and prayer for pupils and is a space which pupils feel ownership of. The school has purchased a Monstrance which has enabled pupils to personally experience adoration which is a key feature of the bishop's initiative of 'Encounter'. There are plans to install a tabernacle thereby enabling the Blessed Sacrament to be present in the school.
- The website reflects the Catholic Life of the school and showcases some of the work of pupils in building a strong Catholic community such as visiting residents of a local care home.

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

- Relationships between adults and pupils are very strong and are one of the cornerstones of the school. The adults in school are role models for pupils and are fully committed to the school's educational mission as expressed in the mission statement. They promote high standards of behaviour and they are supportive of pupils who find, for whatever reason, it difficult to regulate their behaviour and emotions. This is led by the pupil and leadership support manager who coordinates strategies to meet pupils' needs and provides personal support for pupils experiencing difficulties. The behaviour policy of the school is built around the values of the Gospel and of personal choice and consequences.
- The school is also mindful of the pastoral need of members of staff; they were well supported by their former parish priest and are now in the process of building strong links with the recently appointed parish priest. The recently appointed lay chaplain has begun work for one day a week at the school and is starting to have a positive impact on the Catholic Life of the school including leading Adoration of the Blessed Sacrament.
- The school environment is rich with displays and artefacts which reflect and also celebrate the Catholic nature of the school. Recent building development has enabled the school to provide new communal areas with visual reminders of the faith such as quotations from Pope Francis; the new chapel is well equipped and pupil focused.
- The programme for Relationships and Sex Education (RSE), *Journey in Love* is well established, with pupils recording their learning in work books which they use in the next academic year.

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

- The strong sense of community is embodied in the headteacher who 'lives and breathes' the school having a long association with St Edward's. Leaders demonstrate a public commitment to the mission of the Church and the development of Catholic Life is viewed by all levels of leadership as a core leadership responsibility.
- Parents speak very highly of the school and value its strong Catholic nature. They report that they feel that the school has a strong culture of supporting pupils' wellbeing as well as high expectations of pupil behaviour. They feel that leaders know their children personally and as one parent expressed: 'It's very family orientated and inclusive'.
- Local governors report that the school has a plan for the development of Catholic Life and that governors are very much a part of that. Local governors ask questions and make suggestions to the leadership team which are followed up. Local governors visit the school regularly to monitor Catholic Life and this is fed back to the local governing body where Catholic Life is the first item on each meeting agenda.
- Leaders have embraced the bishop's themes of 'Encounter', 'Discipleship' and 'Missionary Discipleship' and encourage pupil leadership and engagement throughout. They have provided professional development opportunities for the staff including from the trust's lead lay chaplain and from external sources. The trust has been very active in supporting the school over the last eighteen months.
- Leaders have encouraged pupils and have given them skills so that they are able to play a full part in the Catholic Life of the school. However, at this stage, leaders do not evaluate their own plans with sufficient rigour so that the impact of new initiatives can be judged effectively.

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 at St Edward's achieve well and make good progress in Religious Education from their varied starting points. Pupils are supported in their Religious Education regardless of their faith background or identified special educational need and/or disability. From low starting points, pupils make good progress in Key Stage 1 and have achieved slightly above diocesan averages for the past two years. By the end of Key Stage 2, standards have been in line with or slightly above diocesan averages.
- Pupils speak positively about their learning in Religious Education. They enjoy the opportunities to develop their knowledge of scripture for example in the weekly extended 'reading' sessions, resulting in pupils having a good subject knowledge of scripture and the ability to make links between this and everyday life. Parents are positive about what their children are learning and how they share this at home 'my children teach me about the Catholic faith'.
- Pupils engage fully with their Religious Education lessons both in teacher-led and peer discussions. Pupils are increasingly articulate and their answers show a good knowledge and understanding of religious themes and concepts. Pupils speak in depth about the meaning of 'I am not worthy to receive you' as they explore Jesus as the Bread of Life. Lessons are well resourced; all pupils have their own Bible which they were using to explore and make links.
- Pupils' Religious Education workbooks are well presented and reflect a pride in their work. The quality of the pupils' current work both in class and in written work is good. The amount of work reflects the 10% curriculum requirement of time allocated to the study of Religious Education.
- During lessons observed, pupils were well behaved. Pupils are respectful of each other and listen to one another's thoughts and opinions. They approach their lessons with interest and enthusiasm.
- Pupils enjoy learning about other faiths. The diocesan prescribed RSE (Relationships and Sex Education) scheme *Journey in Love* is followed ensuring that teaching is in accordance with the norms of the Catholic Church.

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

- Teaching in Religious Education over time is good. Teachers consistently plan good lessons which are well pitched to ensure that pupils learn well. The school is focused on providing a varied diet of learning experiences such as music, art and debating opportunities to complement Religious Education.
- Where time is managed well, pupils achieve more and are more engaged in the lesson. On occasions, due to too much teacher talk, pupils do not have enough time to complete tasks and activities and to write at sufficient length.
- Religious Education has been a priority for staff professional development, due to this good quality continuing professional development, teachers are confident in their subject knowledge. There is a consistent approach in all classes of a clear learning objective and success criteria. All lessons are well resourced and prayer areas thoughtfully presented. Pupil outcomes are in line with diocesan expectations.
- Detailed success criteria displayed in every class support pupils in evaluating how well they have achieved in each lesson and ensure they are clear about expectations. This increases their confidence in making further improvements.
- Learning environments are engaging and diocesan initiatives such as the use of *driver words*, key vocabulary and the use of the big question are evident and support pupils learning. The symbols of the head, heart and cloud are used effectively in books and displays to promote the three attainment targets.
- The school tracks pupils' attainment in Religious Education, however, the analysis of assessment information could be further developed to make a greater impact on the progress of individuals and groups of pupils.

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

- The headteacher and subject leader for Religious Education have worked extremely hard with all staff and local governors since the last inspection to improve the quality of Religious Education throughout the school.
- Leaders and local governors ensure that the Religious Education curriculum meets the requirement of the Bishops' Conference of England and Wales in every respect and in each key stage.
- Leaders have ensured the Religious Education is at the heart of all they do at St Edward's and is comparable to other core subjects. They have invested in regular high-quality staff professional development with the school taking advantage of a variety of sources including the parish priest, the trust, the diocese as well as in-house expertise.
- Local governors are actively involved in the school and have regular discussions with the headteacher and subject leader about Religious Education. The parish priest (past and present) is a regular and welcome visitor to the school, actively promoting the Catholic faith and supporting staff in their work.
- Evaluation of Religious Education in the Catholic SEF is accurate. Staff are involved in regular pupil progress meetings to ensure that all pupils achieve the best they can and all staff are supported in achieving this although the tracking of individuals and groups of pupils could be more robust.
- The subject leader for Religious Education is committed and dedicated to the ongoing development of Religious Education and has a clear vision for teaching and learning and a good level of expertise in securing this vision.

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

- Collective Worship is an important part of the school and prayer punctuates the school day. Pupils act with reverence and are eager to participate in Collective Worship. The experience of living in a prayerful community has a positive impact on the spiritual and moral development of pupils.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. For example, they choose Gospel readings from a selection given to them by an adult. Pupils through the school deliver daily Collective Worship using the materials supplied by the trust's lead lay chaplain.
- In the whole-school Act of Collective Worship observed although pupils responded well, they would have benefitted from clearer explanation of the Gospel and the complex vocabulary involved. In conversation with the 'Eddie's Angels' leading the Act of Worship, there was some uncertainty as to the message they wished to give to the rest of the school.
- Pupils are comfortable in using a variety of approaches to worship including traditional and contemporary. For example, they are used to making the Sign of the Cross in Latin.
- Most pupils have a good understanding of the Church's liturgical year. They are also comfortable in using the templates and formats provided for them by the school and can now begin to develop and adapt these as they gain in understanding and experience. Some pupils reported that they would like to be more involved in regular whole-school Collective Worship.

The quality of provision for Collective Worship – good

- Collective Worship is an important part of the school and prayer punctuates the school day which is driven by the daily Gospel reading, directly linked to the Church's liturgical seasons.
- Collective Worship has a purpose, message and direction. Pupils have been well supported by staff to develop their skills in preparing Acts of Collective Worship so that they can develop a greater understanding and independence.
- The trust's lead lay chaplain has provided the school with resources for prayer. Staff have benefitted from the training he has provided, including in the understanding of the Church's liturgical seasons. This has been positive to allow adults in the school to have the skills and knowledge to prepare and deliver individually tailored worship opportunities.
- The *God who Speaks* initiative has been fully embraced by the school and a weekly Act of Collective Worship builds on the knowledge that pupils have gained in their weekly 'REading' lesson which is helping to deepen their knowledge and understanding of the Old and New Testaments.
- Parents report that they are welcomed into the school and are encouraged to join in Acts of Collective Worship. Members of the parish are also invited to school Masses, liturgies and nativity performances.

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

- Leaders, supported by the lay chaplain have an extensive knowledge of the Church's liturgical year, seasons and feasts and are outstanding models of good practice in delivering Acts of Worship and helping pupils plan and deliver whole-school worship.
- Staff are appropriate role models of good practice. Leaders have given them opportunities to attend regular training at the diocese, within the trust and also to visit other schools in order to see good and outstanding practice.
- Leaders gather the views of pupils and parents as part of the self-evaluation process; however, there was little evidence provided to show how the school uses these as part of the improvement cycle.
- Leaders at all levels monitor Collective Worship, however the school would benefit from a more systematic evaluation on the impact of Collective Worship on the lives of pupils. This would then inform the process of planning for future improvement more accurately.

SCHOOL DETAILS

School Name	St Edward's Catholic Voluntary Academy
Unique Reference Number	143513
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 (September 2018)* 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 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the trust's lead lay chaplain, the school's lay chaplain, the trust's CEO, the director of performance and standards and a local governor. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the local 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:	Mr Craig Brown
Headteacher:	Mrs Jayne McQuillan
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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.