



## DIOCESAN CANONICAL INSPECTION REPORT

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

# St John Fisher Catholic Voluntary Academy

Shenley Road, Wigston, Leicestershire, LE18 3QL

<b>School URN:</b>	138090
<b>Inspection Date:</b>	05 July 2016
<b>Inspectors:</b>	Mrs Anita Blake and Mrs Anne Recchia

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

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St John Fisher Catholic Voluntary Academy is a good Catholic school.

- St John Fisher Catholic Voluntary Academy is a welcoming, inclusive community where its Catholic identity and mission is celebrated and lived out on a day-to-day basis. The strong leadership by the headteacher has ensured the Catholic Life of the school is of a high quality and pupils are clear about their faith and the part they play in living it out in the community and beyond.
- The quality of Collective Worship is good. Senior leaders are good role models and give high priority to the development of the liturgical life of the school. Collective Worship contributes well to the spiritual and moral development of pupils. Pupils enjoy participating in liturgies and now need to increasingly take the initiative in planning and leading worship as they move through the school.
- The quality of teaching and learning in Religious Education is good. Pupils enjoy their lessons and show in their behaviour and excellent relationships with their peers and others how what they learn affects their day-to-day lives. The majority of pupils' attainment and progress in Religious Education is good due to the good and outstanding teaching they receive. Assessment information is not always being used to inform teachers' planning and a minority of pupils are not making expected progress because expectations are set too low.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St John Fisher Catholic Voluntary Academy is an average sized primary school situated in the south east of Leicestershire, serving the parishes of St Mary's, South Wigston and Immaculate Conception, Oadby. There are currently 210 pupils on roll of which 66% are baptised Catholics, 18% are from other Christian denominations, 15% are from other faith backgrounds and 10% have no religious affiliation
- The proportion of disadvantaged pupils eligible for the Pupil Premium funding is 10% (the pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority). The proportion of pupils with special educational needs and/or disabilities (SEND) is 10% with just over 1% of pupils having a statement of their needs or an Education, Health and Care Plan (EHCP).
- Early Years Foundation Stage (EYFS) provision is provided for pupils in the Reception class, with children entering the school from a variety of locally based pre-school providers. When pupils move onto secondary provision, most transfer to the nearby Catholic secondary schools, St Paul's or English Martyrs'.
- The proportion of pupils with English as an additional language is slightly below the national average.

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

- Further develop the use of assessment information to effectively target pupils whose pace of learning has decelerated:
  - Use information gathered from assessed tasks to plan well-tailored differentiated tasks.
  - Share good and outstanding practice within and beyond the school.
- Further develop the use of monitoring and evaluation across the school.
  - Monitor teachers' planning and pupils' Religious Education books to ensure assessment information is being consistently used effectively.
  - Ensure that all stakeholders views are sought and evaluated and these are used to inform future planning.
- Further develop the involvement of pupils in planning and leading Collective Worship.
  - Develop the skills needed for pupils to increasingly take the initiative in planning and leading worship as they move through the school.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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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 - outstanding**

- Pupils at St John Fisher Catholic Voluntary Academy have a deep experience of belonging to a caring community where all are valued. Pupils have been involved in the development and re-evaluation of the school's mission statement. The mission statement is reviewed annually.
- Almost all pupils are able to take full advantage of the opportunities that the school provides for their personal development; they are happy and confident in their faith and able to express how they feel about it and how important it is to them. They were proud to talk about their school and what made it a special community. One child commented that 'Jesus is our reference guide'.
- The parish priest is a welcome and frequent visitor to the school ensuring that links with the parishes is good.
- The school's behaviour policy is based on the gospel values and staff are consistent and clear about the expectations they hold for the pupils. As a result, behaviour of almost all the pupils is exemplary at all times. They value and support each other and are sensitive to the needs of their peers.
- Pupils show care and consideration to those less fortunate than themselves; they raise money for a range of charities including CAFOD, Macmillan Cancer and the Poppy Appeal. The school engages enthusiastically in school, parish and diocesan celebrations and activities.
- Pupils take on positions of responsibility in the school – the Chaplaincy Team, School Council, assembly and classroom monitors. They have started to work towards the 'Faith in Action' award.

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

- The mission statement, 'Faith, Inspiration and Caring' is lived out on a daily basis. All staff are fully committed to the mission of the school and act as role models of the core values of the school. Relationships between all staff and pupils are strong and support the pupils' development
- There is a tangible sense of community and all feel valued. Parents spoke of a commitment to the ethos of the school with some travelling considerable distances so their children could benefit from it. Pupils benefit from the shared ethos, which helps to develop the faith of all, no matter what their faith background.
- The mission statement is highly visible in the school environment and in all documents and policies. It is a constant reminder of what the school stands for.
- The pupils are happy to acknowledge the Catholic nature of the school and the artifacts that are visible in the environment. They are confident in explaining the use of religious objects in their school and how these helped them to understand their faith.
- Pastoral programmes for Relationships and Sex Education (RSE) and Personal, Social and Health Education (PHSE) refer explicitly to Catholic teachings and principles.
- The school takes great care of the staff as well as the pupils. They ensure that the needs of the staff are understood and catered for. They have supported the staff's development with the use of inspirational speakers to develop their understanding of their role in a Catholic community building time to reflect and respond to the demand of their roles.

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

- School leaders are deeply committed to the Church's mission. The headteacher and Religious Education subject leader are well regarded by the whole community. They inspire others to enhance the Catholic Life of the school.
- The provision for the Catholic Life of the school is given the highest priority featuring prominently in the school development plan. Senior leaders monitor pupils' responses to the Catholic Life of the school but the evaluation of this monitoring are not always part of future plans.
- Governors are deeply committed to the school and its Catholic Life. They trust the headteacher and the senior leaders implicitly. They appreciate the concentration on the development of the Catholic Life of the school and encourage the involvement of the school in the wider Catholic community, the multi-academy trust and the diocese.
- The headteacher demonstrated her commitment to the work of the trust and the support given to other members of it by explaining that she did not 'view herself as just having responsibility for the pupils at St John Fisher but for the pupils in the wider multi-academy trust too'.

## 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 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 act with reverence and join in collective prayer and singing enthusiastically. Pupils enjoy the variety of Catholic Worship opportunities.
- Pupil-led liturgy has become more embedded since the last inspection and is of a good quality. Pupils use a range of materials to plan engaging Acts of Worship. They are well supported by adults in the school but now need to move towards taking their own initiative in leading Collective Worship as they move through the school.
- As pupils are provided with a good range of liturgical worship throughout the year, they are developing a secure understanding of the liturgical year and its seasons and feasts including special Masses that celebrate the feast days of the patron saints of the British Isles.
- There is a deep sense of respect of those from different faiths. One Muslim pupil who had been part of the group to lead a class Act of Worship explained that 'people at this school respect my religion'.

### The quality of provision for Collective Worship - good

- Staff and children pray regularly together. The prayer life of the school is well established and valued by the community.
- The school supports the development of liturgical worship by the commitment of funding and personnel to this area of school life. Collective Worship is valued and considered to be important by children and adults alike.
- Themes for Collective Worship reflect the liturgical year and church wide themes such as the *Year of Mercy*. The themes are consistent with the teachings of the Catholic Church and support the ethos of the school. Collective Worship makes a positive impact on the children and their experience of school.
- Parents are warmly welcomed into the school and have the opportunity to attend Collective Worship. They speak positively of the pupils' engagement in the range of worship and participate in these when invited to do so.
- Staff have an excellent understanding of the liturgical year and the rites of the Church. They are passionate about making provision for the pupils to engage in worship that inspires and develops their understanding.

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

- The school's leaders have a very thorough understanding of Collective Worship. They inspire others in the school and are point of reference for the staff and pupils. They are positive role models to others.
- Collective Worship is carefully planned throughout the year to reflect the Church's seasons, including key celebrations. As a result, children have a good understanding of the liturgical year.
- Leaders ensure that staff have the opportunity to engage in professional development to enhance their skills in leading Collective Worship and support of the pupil-led liturgy.
- The subject leader for Religious Education has reviewed Collective Worship as part of her on-going monitoring but the evaluation of these findings needs to be enhanced and lead to greater improvement and more involvement of the children in initiating their own worship rather than being overly supported by the staff.

## 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**

- Pupils enjoy Religious Education lessons and understand their value in their everyday lives. They are keen to do well and generally engaged in their learning. Behaviour for learning is good.
- The majority of pupils enter St John Fisher with little knowledge and understanding of the Catholic faith and make good progress in the Early Years Foundation Stage. This is consolidated in Key Stage 1 so that by the end of Year 2, most pupils achieve expected levels of attainment in line with diocesan averages. By the end of Key Stage 2, pupils are also achieving levels in line with diocesan averages. Most pupils and groups of pupils including disabled pupils and those with special educational need make good progress. Girls outperform boys in every year group. There are, however, some inconsistencies in progress from year group to year group in Key Stage 2. In order for all pupils to make substantial and sustained progress, assessment information could be used more effectively to target pupils whose pace of learning has decelerated.
- Over the last three years pupils' attainment in Religious Education has improved significantly. Over the last two years pupils have consistently achieved standards at or slightly above diocesan averages by the end of Key Stage 1 and 2.
- Pupils have an understanding of how well they have done and what they need to improve. They can talk about what they have learnt in lessons and are proud of their achievements. They are developing a good range of skills that they can apply to their learning. Pupils in Year 2 for example were using religious language in their discussions and were beginning to give reasons for their answers – 'God has everlasting life' and 'the Holy Spirit is always there'.

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

- The quality of teaching is mainly good with some examples of outstanding practice; as a consequence, most pupils and groups of pupils including disabled pupils and those with special educational need make good progress. Pupils with English as an additional language are well supported in school and often outperform other pupils.
- Teachers' subject knowledge is strong, they understand the importance and significance of the subject and work hard to plan and deliver engaging and creative lessons to promote good learning.
- In most classes, teachers manage time well and secure a good learning in lessons. In a minority of classes, however, the pace of learning across a series of lessons is too slow and pupils are not progressing quickly enough given their obvious attainment in assessed tasks.
- Most teachers systematically and effectively check pupils' understanding throughout lessons with skilled questioning and intervene in a timely way when needed to move learning on. Marking is used to acknowledge the achievement of pupils and to develop their knowledge and skills; pupils have begun to respond to this. Teachers consistently use '*I can*' statements and '*driver words*' in their feedback to pupils.
- Teachers are confident in the use of *Levels of Attainment* to assess work in Religious Education. Most teachers are able to use this information to plan well-targeted lessons, differentiating tasks to cater for the needs of all pupils. Where this is not as effective, teachers are not always taking into account the levels achieved in assessed tasks to develop work that effectively challenges all pupils.

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

- Leaders and managers have placed great importance on the training and professional development of teachers since the last inspection. They have used diocesan training and support to develop teachers subject knowledge and confidence in the delivery of the '*Come and See*' programme to great effect and this is having an impact on the attainment and progress of pupils' year on year.
- A range of monitoring activities are used to evaluate the quality of teaching and learning in Religious Education. Leaders and managers are therefore able to effectively identify the strengths and areas for development in the subject. Whole-school improvement planning has identified accurately the areas for improvement; resources and support are well used to address these issues.
- The subject leader for Religious Education is new in post this academic year but has taken on the role with enthusiasm and commitment. She has coached and mentored staff and used the training and support offered by the diocese effectively to improve teaching and learning. She is a good role model for staff and ensures that, along with the headteacher, Religious Education has a high profile in the school.
- The curriculum meets the requirements of the Bishops' Conference of England and Wales. The '*Come and See*' programme promotes the excellent behaviour of pupils evident in the school. Pupils' moral, spiritual, social and cultural development is well developed through the curriculum.
- Good links exist with the wider community and local parishes to provide a range of enrichment activities linked to the Religious Education curriculum. These include opportunities for pupils to visit other places of worship, such as the local synagogue and mosque.



## SCHOOL DETAILS

<b>School Name</b>	St John Fisher Catholic Voluntary Academy
<b>Unique Reference Number</b>	138090
<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 3 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, two governors including the parish priest and the chair of the multi-academy trust. 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 and tracking data and parental response forms. They also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Martin Stanley
<b>Headteacher:</b>	Mrs Mary Hirst
<b>Date of Previous School Inspection:</b>	13 June 2011
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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.