



DIOCESAN CANONICAL INSPECTION REPORT

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

Blessed Robert Sutton Catholic Sports College

Bluestone Lane, Burton-on-Trent, DE15 9SD

School URN:	124459
Inspection Date:	6 March 2017
Inspectors:	Mr Sean McClafferty and Mrs Marcella Gillespie

Overall Effectiveness	Previous Inspection:	Outstanding	1
	This Inspection:	Requires Improvement	3
Catholic Life:		Requires Improvement	3
Collective Worship:		Requires Improvement	3
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Blessed Robert Sutton Catholic Sports College Requires Improvement.

- The school is not yet a good Catholic school and requires improvement. Stronger strategic planning, monitoring and evaluation need to take place on a more systematic and regular basis. All plans should contain clear milestones and success criteria to ensure that impact is evident.
- Leaders and managers must see the Catholic Life of the school and Collective Worship as key priority areas and must resource them accordingly. Greater involvement at both governor and headteacher level will help drive forward the changes required and will ensure a greater consistency of practice.
- Religious Education, despite a recent dip in results, shows positive signs of improvement. Strong teaching and learning, supported by good use of data and written feedback have helped pupils make expected and above expected progress.
- Pupil engagement in Masses, liturgies and other aspects of Catholic Life needs to improve. Opportunities for involvement need to be carefully planned and evaluation of such involvement needs to take place systematically to ensure greater participation.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Blessed Robert Sutton Catholic Sports College is a smaller than average secondary school.
- There are 717 pupils on roll, of whom 47% are baptised Catholic; 32% of pupils are from other Christian denominations. 1.5% from other faith backgrounds and 19.5% with no religious affiliation.
- The following parishes are served by the school: St Peter and St Paul, Swadlincote; St Mary and St Modwen, Burton (Archdiocese of Birmingham); St Charles Borromeo, Measham and Our Lady of Lourdes, Ashby de la Zouch.
- 10% of pupils have SEND (special educational needs and/or a disability).
- 16% of pupils are eligible for the pupil premium.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The governing body and all school leaders need to ensure that the Catholic Life of the school and Collective Worship are viewed as whole school priorities by:
 - Having a clear strategic vision for these areas and being able to evidence the impact on all pupils of this vision.
 - Having a greater oversight over the work and role of the lay chaplain.
 - Ensuring that sufficiently robust and systematic monitoring and evaluation take place at regular intervals; that any actions required are carefully planned and impact measured so that resources are allocated where they are most effective resulting in a greater degree of consistency of practice.
- Provide more opportunities for pupils to be involved in promoting the school's ethos both within the school and the wider community by:
 - Developing stronger links between the school and parishes so that pupils' confidence and leadership in Worship opportunities are developed.
 - Increasing opportunities for pupils to gain an understanding of vocation through Acts of Worship and outside speakers coming into school.
- Improve the quality of teaching in Religious Education to ensure outstanding achievement by:
 - Improving the outcomes of key groups (SEND and Highly Able) to ensure that they are in line with the outcomes for disadvantaged pupils.
 - Improving the rates of retention (Year 12 to Year 13) and ensuring consistently high outcomes for the more able.

As both Catholic Life and Collective Worship have been judged to 'require improvement', the school will receive a monitoring visit within one year of the publication of this report.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	3
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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 – requires improvement

- A core chaplaincy group has been formed to oversee the direction of the Catholic Life of the school. Pupils are involved in this group, however the group has met only once and hence the impact of this is currently hard to measure. This is a positive initiative which should help to give more direction and structure to this area of the school.
- Pupils are happy to support others in need and are involved in charity fundraising (CAFOD, Children’s House of Hope). However, opportunities to go on pilgrimages for example, Lourdes have proven to be less popular in recent times.
- There are inconsistencies in the use of the student planners. Not all form tutors are using the ‘Biblical Passages’ contained within them to encourage reflection and prayer and while most form tutors do promote the Catholicity of the school, not all do; this may be the result of either a lack of confidence or poor preparation. More rigorous monitoring processes would identify this and an improvement in training for all staff, including those who join the school at different points during the year, would lead to greater consistency.
- While a good number of pupils are keen to participate in school activities including taking responsibility for and influencing decisions about the Catholic Life of the school, there are a number who do not. A degree of indifference was exhibited by these students on this subject.
- Pupils’ evaluations of the liturgical life of the school have taken place but pupils were unclear as to what actions the school has taken as a result of this feedback.

The quality of provision for the Catholic Life of the school – requires improvement

- The Catholic Life of the school is important, but not a priority; the learning environment is adequate and has evidence of its Catholic nature; adequate standards of moral and ethical behaviour are promoted through the school's expectations. The school regards the unique nature of the child, the realization of his/her potential and the development of harmonious relationships as important.
- Inconsistencies in the application of the Mission Statement which is displayed around the school lead to pupils displaying, at times, a sense of indifference; as seen with a lack of engagement from some pupils in formal Acts of Collective Worship.
- The prayer book on the website is an excellent resource used to support staff in promoting the Catholic Life of the school, however a lack of systematic monitoring results in leaders being unaware of an inconsistency in its use. The lay chaplain is enthusiastic, creative about ways of engaging pupil involvement ('Fizzy Forgiveness' through Lent is one such example) and supportive of both pupils and staff. Key Stage 3 pupils spoke about her encouragement during times of personal difficulty.
- The school's behaviour policy reflects Gospel values, however the infringing of rules by pupils was not always challenged. For example, a number of pupils were clearly using mobile phones on the corridors in full view of staff.
- There are visible signs of the school's Catholic identity throughout the school, although these appear to have become routine and anonymous and are therefore not having the intended impact. Weekly voluntary prayer for staff does take place with a small group of staff. One member of staff and a handful of pupils attended the first pupil-friendly 'Stations of the Cross' reflection.
- The Religious Education department is fully compliant with the diocesan Relationships and Sex Education (RSE) policy.

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

- Leaders and managers express support for the Church's mission, however there are capacity issues and as a result, they do not give sufficient priority to the Catholic Life of the school. As a consequence, while good practice may be taking place, too many inconsistencies exist which must be addressed.
- There are regular reports to the governing body on the Catholic Life of the school, however any subsequent plans lack sufficient detail, timescales, success criteria and sufficient rigour. A more strategic approach is required and this may well develop from the work of the core chaplaincy group. Minutes do demonstrate that governors challenge and ask questions when presented with these reports.
- Parental, staff and pupil feedback though positive is sporadic in nature and needs to be carried out more regularly and any subsequent actions need to be made explicit and shared with the stakeholders.
- New staff joining the school at the start of the year receive appropriate induction to prepare them for working in a Catholic school. This is well received and highly thought of by staff. Induction for staff joining part way through the year needs attention. New foundation governors attend diocesan briefings. Senior Catholic leaders are encouraged to visit schools for best practice and attend diocesan training events.

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- Leaders and managers express support for the work of the school's lay chaplain, however, clear chaplaincy development plans and monitoring of chaplaincy need to take place. The lay chaplain needs strategic support from leaders and managers on promoting and evaluating the Catholic Life of the school.

- To improve the monitoring further, a sub-committee or group comprising governors, the lay chaplain and the leader for Catholic Life is required to focus specifically on aspects such as pupils and ethos which would report to the governing body thereby ensuring stronger lines of accountability and monitoring in the school.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	3
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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 – requires improvement

- Most pupils readily take part in the regular prayer life of the school. Their involvement largely does not extend to the planning and preparation of Acts of Worship. This was an area for improvement in the last inspection which has not been addressed adequately.
- Most of the leadership and initiative of Collective Worship comes from the staff. Some pupils express frustration about the limited scope for participation.
- Prayer opportunities, whilst never rejected, are not always fully appreciated. Some pupils speak positively about the school’s prayer life but find it difficult to articulate its effect on their personal development.
- The chaplaincy team provides good support to the lay chaplain, who in turn ensures that they contribute positively to the Masses celebrated throughout the year.
- As part of the general Religious Education programme, pupils in the sixth form planned and led Acts of Worship, for example on the theme of ‘globalisation’.
- Not enough opportunity is given for pupils to participate in prayer or formal Acts of Worship such as Mass or lay chaplaincy led liturgies. The school chapel is not adequately used to provide opportunity for worship.

The quality of provision for Collective Worship – requires improvement

- Class based Acts of Collective Worship usually follow a routine structure. Whole school and year group gatherings provide a greater variety of forms of prayer.
- Most staff accept responsibility for leading prayer and involve pupils in its delivery. Key seasons of the Church's year are celebrated and other religious festivals are acknowledged.
- Whilst Acts of Collective Worship are planned and resourced, it is not considered a priority for the school; as a result, Collective Worship is adequate but is often routine.
- Class teachers, pastoral leaders and the lay chaplain accept responsibility for leading prayers and involving pupils in its delivery but insufficient time is spent on developing and embedding pupil leadership in this area; it remains inconsistent.
- Whilst Acts of Worship are planned and resourced, most other aspects of school life are given greater priority. It is the perception of some staff that pupil intervention takes priority over Collective Worship and pupils' opportunity for worship.
- Most pupils and staff speak well of Collective Worship but have no examples of inspiring or engaging Acts of Worship to refer to and how this has had an impact on the Catholic Life of the school.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – requires improvement

- The leadership team formally monitors the Acts of Worship within school, but evidence of improvements as a result of any evaluation of this monitoring was not strong. It is not systematic and it is irregular resulting in an inconsistent evaluation of Acts of Worship in the school.
- The leadership team leads and delivers Collective Worship on a regular basis which helps to promote this aspect in the eyes of staff and pupils. An excellent example of this was the Year 11 Act of Worship on the theme of 'Finding time for prayer', led by both the deputy headteacher and the lay chaplain. The use of music, scripture, religious artefacts, role play by two members of the chaplaincy team and the personal prayer story shared by the deputy headteacher all contributed to creating an uplifting spiritual experience.
- The Ash Wednesday service was an example of good practice, however more work needs to be done with regard to the frequency of Acts of Worship and pupil participation within these.
- Staff commented positively on the family ethos and calm environment which exists within school, they consider this to be one of the real strengths of the school.
- Governors currently do not monitor and evaluate Collective Worship adequately and ensure that pupils are interested and inspired by the school's provision for Collective Worship. This must be addressed as a matter of urgency.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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• How well pupils achieve and enjoy their learning in Religious Education.	2
• The quality of teaching and assessment in Religious Education.	2
• How well leaders and managers promote, monitor and evaluate the provision for Religious Education.	2

How well pupils achieve and enjoy their learning in Religious Education – good

- Nearly all the teaching in Religious Education is effective in ensuring that pupils are consistently interested in their learning and are making progress. The majority of teaching enables pupils to make good progress as learners. As a result of good assessment procedures, teachers plan well to meet the needs of all pupils.
- Teachers in the department are all Religious Education specialists and have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress. As a result, in most lessons, pupils are keen to learn, sustain concentration, enjoy their work and achieve well.
- Pupils in all three key stages could articulate the range of knowledge and skills they are learning within Religious Education lessons, as well as their target and current progress. They identified varied and engaging learning activities and support and challenge from their teachers as key reasons why they enjoyed their Religious Education lessons. As one pupil put it, ‘I am not afraid to take a risk. If I get it wrong, I know my teacher will help me understand’.
- Behaviour for learning was generally very positive in the lessons observed by inspectors. Pupils were keen to share their ideas (in pairs and in class discussion), work together in groups and take a pride in their learning.
- Pupils enjoy Religious Education and can explain its value, they are keen to do well in lessons and take considerable care and pride in their work. Every discussion opportunity is used particularly in sixth form lessons to help develop pupils’ understanding.
- Attainment in GCSE (August 2016), described as ‘fairly positive’ by the subject leader for Religious Education, was 69% against the diocesan average of 68.8%, however there has been a decline over three years in the percentage of A*- A grades, suggesting a need to challenge more able pupils. With 45% of the present Year 10 cohort attaining Level 7+ at the end of Key Stage 3, there is a need to ensure consistent stretch and challenge for the more able in Religious Education. This 3 year decline in A*- A grades is mirrored in the attainment of the more able in the sixth form.

The quality of teaching and assessment in Religious Education – good

- As a result of the strong specialist expertise within the Religious Education department, good learning is promoted through creative and thorough planning of strategies and resources which take account of different abilities and groupings. Examples of this are 'Diff' tasks and targeted, differentiated questioning aimed at disadvantaged, EAL and highly able pupils. Outcomes for disadvantaged pupils are good, however, to correct the dip in A*- A grades, the more able in Religious Education need to be consistently challenged.
- Formative and summative assessment opportunities are systematically planned, to check pupil understanding throughout lessons and to assess pupil progress. From the lessons observed, book scrutiny and pupil interviews, it is evident that pupils are effectively taught the knowledge and skills necessary to achieve well. Pupils spoke of feeling more confident in assessments because they were taught how to structure answers and had good understanding of the mark schemes.
- Teachers give regular and constructive feedback on pupils' work and devote time in lessons for purple pen response, in line with the school's marking and assessment policy. Additionally, generally effective peer and self-assessment combine to enable pupils to understand what they have done well and how to improve.
- Teachers in Religious Education have high expectations of their pupils. This is seen in their generally good behaviour, neat presentation in exercise books and focus on correct punctuation and literacy. This communicates to pupils the value of learning in Religious Education and their own responsibility in their achievement.
- Most pupils are making consistently good progress in lessons, they have responded well to written feedback and have a good understanding of how well they have done in assessments. Effective management of time in the lessons observed meant that learning opportunities were maximized. This was further evidenced by the amount of work in pupils' exercise books.

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

- The subject leader for Religious Education and his team are ambitious for the department to be the 'flagship department in the school' in leading on good practice in teaching and learning, behaviour processes, outcomes for disadvantaged pupils and marking and feedback. As a result, on-going monitoring in regular department meetings has developed a collaborative and effective approach to delivering on these aspects. Through a shared common purpose, enthusiasm and professionalism, the department has a prominent profile in the school.
- Clear planning of lessons and interventions, based upon data and knowledge of the learner, ensures that underachievement, especially of different groups, is identified and targeted. It is acknowledged by the subject leader that improvement in outcomes for key groups is a work in progress.
- The retention rate for AS-A2 has been low over the last three years with a large proportion of those studying AS Religious Education not taking it through to A Level. As a result, more effective recruitment has been put in place such as realistic career information, advice and guidance (CIAG) and the requirement for a grade B in English and Religious Education prior to undertaking sixth form study in Religious Education.

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- To develop further, a more rigorous and formal monitoring of standards in Religious Education from the governing body and leaders and managers in the school is required so that there is a continual improvement in standards in Religious Education.
- The school complies with the episcopal requirement to devote 10% curriculum time to Religious Education at Key Stages 3 and 4, and 5% in sixth form General Religious Education.
- The department is well informed by current developments in Religious Education through positive engagement with diocesan training/moderation events and collaboration within working groups for the new examination specifications.

SCHOOL DETAILS

School Name	Blessed Robert Sutton Catholic Sports College
Unique Reference Number	124459
Local Authority	Staffordshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 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 visited 8 Religious Education lessons, 2 Acts of Collective Worship and 2 Social Awareness and Values Education (SAVE) sessions.

Meetings were held with the headteacher, the subject leader for Religious Education, school chaplain, two governors and the parish priest. Discussions were also held with pupils.

Inspectors scrutinised a range of documents including reports to the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. They also examined the work in pupils' Religious Education books and carried out a learning walk.

Chair of Governors:	Mr Jerome Emery
Headteacher:	Mr Martin Cain
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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 12 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.