

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

CARDINAL HEENAN CATHOLIC HIGH SCHOOL  
Tongue Lane Leeds LS6 4QE

School URN	108095
Date of S48 inspection and OE grade	6 <sup>th</sup> / 7 <sup>th</sup> June 2018 Good
E-mail address	<a href="mailto:info@cardinalheenan.com">info@cardinalheenan.com</a>
Chair of Governors	Mr S Carey
Headteacher	Peter Whelan Patrick Caldwell, Acting Headteacher Vincent Gibbons, Acting Headteacher
RE Subject Leader	Angelo Wicker
Date and grade of last S48 Inspection	March 2013 Outstanding
Section 48 Inspector/s	Paul Martin / Margaret Hattersley

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective is the school in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

2

### Summary of key findings:

#### **This is a Good School**

- The Acting Headteacher responsible for the Catholic Life of the school along with the leadership team are passionate about their vocations, deeply committed to the pupils in their care and to the Church's mission in education.
- Pupils are very proud and passionate about being part of their multi-cultural community, relishing the opportunity to learn about other pupils' cultural backgrounds. Behaviour is very good and often outstanding. They are kind and considerate, recognising the importance of supporting those in need of their help.
- Pupils speak very highly of their school. They say it is 'welcoming and open' and appreciate the positive attitudes of the teachers: they know who to go to if they need anything. There is an increasingly diverse cultural community at Cardinal Heenan, and all members actively work towards the establishment of positive relationships within the school so that pupils value diversity and are supportive and respectful of others.
- Systems for the pastoral care of all pupils, including the most vulnerable are highly developed with the school clearly demonstrating outstanding commitment to all pupils.
- Planning for the further development of the Catholic Life of the school is a priority for governors and all leaders.
- Most pupils stated they enjoy Religious Education (RE), feel challenged, know their target grade and enjoy the varied and creative teaching strategies used by their teacher.
- Attainment and progress at the end of Key Stage (KS) 4 shows an upward trend across almost all of the pupil groupings. There is evidence of a marked improvement in the progress of disadvantaged pupils in 2017, but the progress of disadvantaged male pupils remains an area for development. The end of KS4 data over time, and the RE

internal self-evaluation documents, indicate that the progress of Special Education Needs (SEND) pupils is a key area for development within RE.

- The quality of teaching and learning within the RE team is good. Teachers have high expectations of their pupils. Most pupils are motivated and concentrate well in lessons but levels of engagement did vary in the lessons observed. Where practice was secure a range of creative strategies engaged the pupils; lessons were well paced, questions were targeted and strong relationships were evident.
- The RE department must continue to develop a robust and accurate internal assessment system in order to ensure data entry for current pupils is accurate and underachieving pupils are identified early.
- Leaders and governors are not yet ensuring the required amount of curriculum time is given to RE.
- Some pupils are beginning to prepare and lead worship with a developing confidence and enthusiasm. Pupils are keen to be involved in liturgies and are starting to become less reliant on adults. This involvement needs extending to the daily provision for Collective Worship.

### **What the school needs to do to improve further.**

- Leaders and governors should ensure that 10% of curriculum time required by the Bishops' Conference is given to RE in Years 7 and 8 by developing plans for implementation in the near future.
- Improve the quality of teaching and learning across the RE department by
  - a) Ensuring the self-evaluation is an accurate reflection of rigorous and accurate monitoring.
  - b) sharing good / outstanding practice
  - c) introducing more effective differentiation
  - d) developing an effective and robust assessment system and ensuring a consistent pupil response to feedback.
- Continue to develop further opportunities for more pupils to be involved in the planning and leadership of Collective Worship on a more regular basis

### **Information about this inspection**

The Inspection of Cardinal Heenan was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- How pupils contribute to the school's evaluation of its Catholic Life and how much they take a lead in shaping improvements to it and how the school monitors and evaluates the Catholic Life provision.

- The outcomes for all pupils with respect to their progress and attainment over the last 3 years and the present quality of the teaching and learning in RE across both key stages.
- How involved and skillful are pupils in the delivery of Collective Worship. How effective are the school's systems for monitoring and evaluating the quality of Collective Worship over time.

The inspection was carried out by 2 inspectors over 2 day(s):

A sample of 8 RE lessons, 4 Personal, Social, Health and Cultural Education (PHSCE) lessons and 6 Acts of Collective Worship were observed covering both key stages. In addition, meetings were held with the Acting Headteacher responsible for the Catholic Life of the school, Acting Headteacher responsible for teaching and learning, Assistant Head (Pastoral), Head of RE, Special Needs Co-ordinator, Chaplain Coordinator, Priest Chaplain, Chair of Governors and Foundation Governor, as well as the pupil chaplaincy team, School council and representative groups of pupils and parents. A wide range of RE/Catholic Life of the School documentation was scrutinised, including the School Development Plan, RE Development plan, attainment and progress data, minutes from various leadership / governors' minutes, headteacher reports. Schemes of work, pupil progress tracking records and a representative sample of their work was also scrutinised.

### **Information about this school**

- Cardinal Heenan Catholic High School was founded by the Catholic Church to provide education for children of Catholic families in the Diocese of Leeds. The school is run by its governing body as part of the Catholic Church in accordance with its Trust Deed and instrument of government
- Cardinal Heenan serves eight Catholic feeder parishes and seven Catholic feeder primary schools. In 2017 the school admitted 160 Catholic pupils, 132 of whom were from Catholic feeder primaries, and 22 non-Catholic pupils.
- The proportion of students from minority ethnic groups is above the national average. 52% of pupils are White British. 48% are of other ethnic backgrounds.
- The proportion of students known to be eligible for the pupil premium is in line with the national average.
- There are 907 students presently on role, 88% are baptised Catholic.
- The school serves the parishes / churches of St Augustine's, the Holy Name, the Holy Rosary, the Immaculate Heart of Mary, the Assumption, St. Paul's, and St Urban. Pupils attend from the following feeder primary schools - St. Augustine's Catholic Primary School, Leeds; Holy Name Catholic Voluntary Academy, Leeds; Holy Rosary and St. Anne's Catholic Primary School, Leeds; The Immaculate Heart of Mary Catholic Primary School, Leeds; Sacred Heart Catholic Primary School, Leeds; St. Paul's Catholic Primary School, Leeds; and St Urban's Catholic Primary School, Leeds.
- There are 46 full time teachers including 31 Catholic teachers and 7 teaching Religious Education.
- All full time RE teachers are graduates of theology or philosophy. Six members of staff in school have the CCRS or equivalent and one is undertaking the qualification.

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is **OUTSTANDING**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
The quality of provision for the Catholic Life of the school	<b>1</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	<b>1</b>

- Pupils are beginning to embrace the leadership opportunities afforded them through membership of the Pupil Chaplaincy Group and School Council. The work that these pupils undertake is beginning to become more established. It would be advantageous to include a wider mix of pupils so that more are involved in leading and evaluating the Catholic Life of their school on a more regular and informative basis.
- Through their various roles pupils promote the school ethos both within the school and the wider community. Most value and participate in the Catholic Life and mission of the school and involve themselves across a wide range of activities that promote the mission of the school, for example, at retreats and on the Lourdes' pilgrimage.
- Pupils speak positively about the provision and the opportunities they have to reflect and learn about their spiritual development.
- Pupils are very proud of their school and show this through their very good behaviour, witnessed throughout the day both in classrooms and around the school. Relationships between teaching and support staff and pupils are characterised by mutual respect, courtesy and support. Pupils speak passionately about their sense of belonging, expressed in terms of a strong community, 'supporting each other', and being 'like a family'. They are very proud and passionate about being part of their multi-cultural community, relishing the opportunity to learn about other pupils' cultural backgrounds. They are keen to show understanding of their own sense of identity whilst also being aware of other religions within the school and wider community.
- Pupils are happy to discuss their religious beliefs. Those from other faith backgrounds are equally at ease and feel included in all aspects of the Catholic Life of the school. Some pupils are involved in their local parishes where further work is needed to build on good practice that already exists in some areas.
- Some pupils value the school's chaplaincy provision and participate in the opportunities provided by the school. Pupils across all Key Stages are confident and most respond to the provision offered by the school for personal support, spiritual development and emotional well-being. They are kind and considerate, recognising the importance of supporting those in need of their help. They frequently fundraise for charities through a variety of activities and are taking an increasing role in the planning over the course of the year.

- Pupils speak very highly of their school. They say it is ‘welcoming and open’ and appreciate the positive attitudes of the teachers: they know who to go to if they need anything.
- The school works hard to ensure there is a sense of belonging to something special and pupils commented upon this in the various groups that the inspectors met. There is an increasingly diverse cultural community at Cardinal Heenan, and all members actively work towards the establishment of positive relationships within the school so that pupils value diversity and are supportive and respectful of others. These positive relationships, which are a real strength of the school, were evident during the inspection in class and during meetings with pupil groups.
- Relevant leaders within the school’s pastoral / SEN structure meet regularly and work very effectively as a team in ensuring that the school supports all pupils especially those with greatest need.
- Weekly bulletins keep everyone connected with the school informed as to what is happening as well as the range of opportunities that exist both within the school and beyond the school to be witnesses to the faith.
- Staff are committed to the mission of the school and participate in a range of activities including retreats, staff prayer and CPD on Catholic Life.
- The school’s environment generally reflects its mission but effective management of the environment and the Catholic Life of the school is hindered by the Private Finance Initiative (PFI) ownership of the building.
- The school provides extensive opportunities for the moral and spiritual development of all pupils and staff. Pastoral, along with PSHCE and Relationship and Sex Education (RSE) programmes, are planned, well taught and reflect Catholic teachings for example, through work on multiculturalism and other world religions. This was particularly evident in the observed PSHCE lessons where teachers were committed and enthusiastic about this area of the school’s work.
- Systems for the pastoral care of all pupils, including the most vulnerable are highly developed with the school, clearly demonstrating outstanding commitment to all pupils.
- The Acting Headteacher responsible for the Catholic Life of the school along with the leadership team are passionate about their vocations, deeply committed to the pupils in their care and to the Church’s mission in education. Development Plans and minutes from governor and staff meetings demonstrate that the Catholic mission of the school is the priority. The school’s leadership has undergone recent changes and those appointed on an interim or acting basis have been instrumental in keeping the Catholic Life and mission of the school at the forefront of the school’s improvement plans.
- Governors have been very committed with respect to addressing the needs of the school during a period of some instability. Difficult decisions have been taken, but always with the Catholic mission of the school at the front of their deliberations. They are active participants in the life of the school, offering challenge and making significant contributions to the work, and the Catholic dimension, of the school. They have high levels of expertise, are appropriately disseminated, well organised and thorough in their approach.
- Planning for, and the development of, the Catholic Life of the school is held as a priority by governors and all leaders. The school’s self-evaluation takes account of the findings of regular monitoring. Results are analysed, improvements identified and action plans, with accountability measures, implemented and reviewed. This needs to be further developed to ensure that more pupils are involved in the monitoring and evaluation of the Catholic Life of the school.

- Parents talk very positively about the school's Catholic mission. They are very grateful for the many opportunities provided by the school to support their children's' spiritual development and believe the school is a very caring community. They know what is going on at school and how their children are progressing through regular communication, for example a weekly bulletin, as well as information on the school's web site.
- CPD focusing on the Catholic Life of the school as well as the school's provision for Collective Worship takes place at the beginning of the year with new staff as well as at other times throughout the year. Staff understand the school's mission and share this with others through their work on a daily basis.
- Systems are firmly in place, well led and managed by committed individuals and involving all staff to ensure that every pupil has the necessary care, guidance and support required.

## RELIGIOUS EDUCATION

### Religious Education is GOOD

How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
The quality of teaching, learning and assessment in Religious Education	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	<b>2</b>

- Upward trends are evident when analysing the end of KS4 progress of pupil groups. A high percentage of pupils are entered for the full course GCSE in Religious Studies (RS) each year. The A\*/A and A\*-C attainment in RE has improved over the last three years and is now high. In 2017, attainment in RS was significantly above national and diocesan averages. Over the last three years the progress of female, male, disadvantaged, EAL, high, middle and low attainers has improved. There is evidence of a marked improvement in the progress of disadvantaged pupils in 2017 but the progress of disadvantaged male pupils remains an area for development. The end of KS4 data over time, and the RE internal self-evaluation documents, indicate that the progress of SEND pupils is a key area for development within RE.
- Conversations with pupils during lesson observations, work scrutiny and meetings with pupils indicate that almost all pupils are religiously literate. Within lessons almost all pupils, relative to their age and ability, could express themselves well and explain the religious concepts they were learning. Key words were highlighted in lessons and pupils could explain key words for Catholic Christianity, St Mark's Gospel and Judaism. Less engaged pupils were not able to explain as well the meaning of theological concepts such as the incarnation.
- The quality of pupil work in RE is good overall. Teachers provide regular feedback which, when done well results in excellent presentation, annotations, high levels of religious literacy, detailed and completed work and detailed 'GPOP' pupil response and personal target setting.

- In some cases, the quality of work was less secure resulting in incomplete work, limited use of green pen, mis-spellings left incorrect and some pupils not setting targets on the progress tracker sheet. All teachers must follow a consistent approach to pupil response to feedback ensuring all pupils complete the green pen work, key spellings are corrected, teacher questions are addressed, work is finished and the progress tracker sheets are completed.
- Teachers have high expectations of their pupils and most pupils are committed to improving their work. Pupils are well supported by RE teachers in the development of their written style and examination technique especially for the more lengthy and challenging evaluation questions. Most pupils were actively engaged in the RE lessons observed. In some lessons, almost all pupils stated they enjoy RE, feel challenged, know their target grade and enjoy the varied and creative teaching strategies used by their teacher. However, levels of engagement and enjoyment did vary.
- The quality of teaching and learning within the RE department is good. This is in agreement with the evaluation by the school. At KS4, the department are working collaboratively to plan for the new RS AQA GCSE specification. 'Golden lessons' are created and shared. At KS3, further planning needs to take place in order to embed the skills required by the new GCSE specification. The department are working on improving their assessment systems in light of national changes. Standardisation and moderation of work is now taking place to try to ensure accuracy of internal assessment data.
- Most pupils are motivated and concentrate in lessons. Where practice was secure a range of creative strategies were used to engage the pupils, lessons were well paced, questions were targeted and strong relationships were evident. To further improve and ensure consistency across the department, consideration should be given to developing personalisation strategies and low level behaviour management strategies.
- Most teachers skillfully questioned the pupils during the lessons observed and often probed for further detail or depth. Some inconsistency was evident in terms of targeted questioning techniques. The department must consistently target disadvantaged male and SEND pupils in order to secure outstanding progress with these groups.
- The 'golden lesson' resources were used effectively in the lessons observed. The PowerPoint resources provided a clear structure to the lessons and allowed for progression. Support was used effectively, and in one case an EAL pupil used an electronic device to translate words and phrases. In isolated cases, there was an over reliance on the PowerPoint resource which led to lessons being too methodical and uninspiring.
- The pupil questionnaire conducted with Year 10 identifies that most pupil are motivated to do well in RE because of the quality of teaching in RE and the award of subject prizes at achievement assemblies each term.
- RE is well regarded by leaders and governors in the school. It is well-resourced with seven specialist RE teachers and accommodation is in keeping with other subject areas. RE classrooms are placed next to the school chapel and departmental office. Staff and pupils understand that RE is a core subject. Professional development opportunities are provided and the school supports staff in attending diocesan, local authority and national professional development opportunities. The RE department have been working in collaboration with other Catholic secondary schools in the area to share resources for the new GCSE specification. The curriculum leader for RE attends the diocesan coordinators meetings and is currently working with the local Catholic sixth form college to promote the study of RE at A level.



- The inspectors agreed with the school leaders' assessment that the RE department must continue to develop a robust and accurate internal assessment system in order to ensure data entry for current pupils is accurate and underachieving pupils are identified early. In the 2017 'RE Standards, Achievement and Progress Report' internal data at the end of Year 10 looked exceptionally high at 94% 4+ but by the end of Year 11 this dropped to 75% indicating unreliable teacher assessment data.
- Leaders and governors have conducted some self-evaluation of RE. The RE link governor supports the RE team and has been involved in a recent learning walk. To improve further, a more robust and consistent self-evaluation system is required which triangulates evidence over time so that accurate judgements can be formed and so that internal RE SEF judgements align with the DSEF judgements.
- Leaders and governors ensure the RE curriculum meets the requirements of the curriculum directory. KS3 schemes are being revised to create a stronger foundation for the new GCSE. Leaders and governors are not yet ensuring the required amount of curriculum time is given to RE. Ten percent curriculum time is allocated at KS4 and eight percent at KS3. There are currently no plans to increase the curriculum time at KS3. This is an area for development for the school. At KS4 the AQA GCSE specification B is being followed which fulfils the requirements of the diocesan Bishop.
- The curriculum leader for RE was newly appointed to the school in September 2017. He has a strong sense of mission, is a witness to the faith and has a clear vision for the RE department. He is developing the department through collaboration, consultation and effective communication. A recent staff questionnaire identifies that almost all (89%) of staff consider the RE department to be well led. He supports the mission of the school and is making significant contributions to the Catholic Life of the school and Collective Worship.
- Leaders and governors in the school ensure RE is effectively planned. The implementation of the new 'golden lesson' is aiding the delivery of the new specification at KS4. The KS3 curriculum is being revised in light of the GCSE changes. Meeting the needs of disadvantaged males and SEND pupils remains an area for consideration when planning for different groups in RE.

## COLLECTIVE WORSHIP

### Collective Worship is GOOD

How well pupils respond to and participate in the school's Collective Worship	<b>3</b>
The quality of provision for Collective Worship	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>2</b>

- Collective Worship is part of everyday life at Cardinal Heenan School and is part of all school main celebrations. Praying together is part of the daily experience of all pupils and staff.
- There are opportunities for praying together and this is part of the daily experience for all, including registration, daily form time, weekly assemblies and in RE as well as

some other lessons. Some pupils value the opportunity the school provides with respect to voluntary acts of worship and prayer. The newly formed pupil chaplaincy group appreciates these opportunities and there is now capacity for enabling pupils to be more actively involved in leading other, younger pupils, in the planning and delivery of Collective Worship on a more frequent basis.

- Recent surveys indicate that out of 408 responses, 67% say prayer is central to the life of the school although only 38% say they enjoy taking part in tutor group prayer and in assemblies. Leaders should take further note of this and plan to improve this feedback over time. Pupils say, “We feel at ease, everyone praying with you, there is a collective feeling”.
- Some pupils are beginning to prepare and lead worship with a developing confidence and enthusiasm. Pupils are keen to be involved in cohort or whole school liturgies and are starting to become less reliant on adults.
- Prayer is a feature of the brief daily form time where pupils take a turn at reading adult prepared prayers. However, pupils have little regular opportunity to compose their own prayers and there is generally an over reliance on adults and on materials provided for them. As a result, many pupils only have a basic understanding of prayer. The development of pupil planned and led daily prayer is a priority for school leaders to address.
- Pupils act with reverence and are keen to participate in Collective Worship. They reflect in silence, join in community prayers appropriately and with confidence. They demonstrate very good behaviour as witnessed during observed KS3 year group assemblies where pupils were engaged and participated when opportunities were provided. Pupil readers were confident in reading scripture during the assembly. The experience of being part of the Cardinal Heenan community of prayer has an impact on their spiritual and moral development and they have an awareness of the difference it makes to their overall education.
- The school has an acting chaplaincy coordinator who also has a near full time RE teaching commitment. The capacity for improvements in the provision and pupil outcomes within Collective Worship over time is therefore limited. The roles and responsibilities with respect to the provision, leadership and management of Collective Worship of the school including the role of the chaplaincy coordinator on limited time need to be clearly identified.
- The chapel is an excellent resource that gives a range of opportunities for quiet prayer and reflection as well as for larger gatherings including class masses and other liturgies.
- There are opportunities for pupils to receive the Sacrament of Reconciliation during Advent and Lent.
- Within weekly Year Group Assemblies and gatherings on major feast days and whole school celebrations, there is purpose, message and direction. Relevant staff, including school leaders, have a good understanding of the Church’s liturgical year, seasons and feasts. They know how to plan and deliver quality Collective Worship. They are effective role models of good practice for other staff and pupils.
- This quality is not always the case in everyday Collective Worship where often there is simply a prayer, prepared by adults and read by pupils with limited opportunity for involvement or reflection.
- There is some monitoring and evaluation of daily acts of worship. This needs a more systematic and effective monitoring cycle in order to provide the required evidence to aid planning for improvement over time.

- Staff have the necessary skills to help pupils plan and deliver quality worship but this needs to be more widely spread within the pupil population to enable more pupils to become confident practitioners.
- The Governors receive updates about the Catholic Life and Collective Worship of the school through the Acting Headteacher's newsletters and reports. However, further governor oversight and challenge is required to ensure the provision and pupil outcomes in Collective Worship improve.