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# **The Diocese of Hallam Section 48 Report**

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## **The Catholic Life of the School and Religious Education**

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## **SECTION 48 INSPECTION REPORT**

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

#### **Saint Pius X Catholic High SCHOOL**

<b>School URN</b>	106962
<b>Name of Chair of Governors</b>	Mr Ken Barry
<b>Name of Head teacher</b>	Mr Tony Bishop
<b>Date of inspection</b>	5 <sup>th</sup> July 2016
<b>Section 48 Inspector</b>	Mrs Deirdre Cleary Mrs Lissa Oldcorn

“ ..... An enthusiasm for the things of God”

## Introduction

The inspection of Saint Pius X Catholic High School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam. The process of inspection in the Diocese of Hallam has been developed as an activity of the church to support school in further deepening the quality of catholic education provided.

## Description of the School

St Pius X Catholic High School is a smaller than average 11-16 Catholic Comprehensive School. It is oversubscribed and highly regarded in the Dearne Valley, an area of significant social and economic deprivation. The school serves seven parishes and six Catholic primary schools, three of which form a federation. The school is deeply committed to the mission of the Catholic Church in education and promotes an ethos based on the Gospel. A larger majority of the students are of white British heritage than nationally with fewer than nationally having English as an additional language. The proportion of pupil premium students has steadily increased over time and is now above the national average. The proportion of students with SEN support is considerably higher than the national. Post-16 progression figures are good with more students than nationally remaining in education, employment or training.

<b>Type of School</b>	Comprehensive
<b>Age profile of students</b>	11-16
<b>Number on roll</b>	641
<b>Number of students on Special Needs and Disabilities Register</b>	141
<b>Number of students with Education, Health and Care plans</b>	9
<b>Number of Catholics on roll</b>	225
<b>Number of Other Christian Denominations</b>	256
<b>Number of other Faiths</b>	8
<b>No religious affiliation</b>	152
<b>School Address</b>	Wath Wood Road , Wath upon Dearne S63 7PQ
<b>Telephone Number</b>	01709 767900
<b>Fax Number</b>	
<b>Email</b>	TBishop@saintpiusx.school
<b>School Website</b>	www.saintpiusx.co.uk

# SUMMARY JUDGEMENTS

**OUTCOMES FOR PUPILS**

**2**

**THE PROVISION FOR CATHOLIC EDUCATION**

**2**

**LEADERS AND MANAGERS**

**2**

**OVERALL EFFECTIVENESS**

**2**

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

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

# OUTCOMES FOR PUPILS

**How good outcomes are for pupils, taking into account variations between groups.**

The extent to which pupils contribute to and benefit from the Catholic life of the school.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>3</b>
How well pupils respond to and participate in the schools' Collective Worship	<b>1</b>

## **The extent to which pupils contribute to and benefit from the Catholic life of the school is Outstanding**

- A strong, caring Christian ethos, based on love, respect, appreciation of self and others, affirmation, repentance and forgiveness, runs throughout the whole community.
- Pupils feel proud of and love their school. They value the fact that due to its small size everyone is known individually and there is a strong sense of community. They feel cared for and know that when they fall short of the mark, staff "forgive and forget".
- There are high levels of respect for all; pupils stated that everyone was accepted for who they are regardless of background, ability or race. The fact that the school was given the Rotherham International Global award in 2014 for plans to celebrate the cultural traditions of their Polish students, is testament to this.
- Pupils are increasingly taking on positions of responsibility and leadership in the Catholic life of the school and in the wider community. This is achieved in a variety of ways; through Prefects who manage the Chapel at lunch time and lead at school functions, Parish events and services, the new student council with representatives on the Rotherham Youth Cabinet, Year 9 'Cyber mentors' who help pupils in the primaries with e-safety and in form group preparation for Assemblies.
- The School is demonstrating their love of others through their outreach into the wider community both locally and globally. Staff and pupils are supporting a range of charities throughout the year and during this extraordinary Year of Mercy this has taken on a special significance. Pupils have taken an active role in organising support for the local food bank, Good Shepherd appeal, CAFOD and a clothing collection for Refugees. They are always ready to give generously.
- Links across the Learning Community are excellent, benefit all schools and are a strength, aiding academic, professional and spiritual development.
- Pupils spoke highly of the range and quality of provision in the school, with; retreats, assemblies and the Door of Mercy making a particularly significant impact on them.

## **How well pupils achieve and enjoy their learning in Religious Education requires improvement in order to be good**

- Attainment on entry is below national norms and was significantly so in 2015 for Y11 and Y8. The only exception is the current Y10 who had attainment on entry broadly in line with national average. Outcomes at KS4 remain below the national average and that of other Diocesan schools and Catholic schools nationally. Y11 in 2015 performed half a grade worse in their Religious Education than in their other subjects and this performance was significantly worse than that seen nationally.
- There is, however, improving attainment at Key Stage 4 over the last three years which internal tracking data indicates will continue. (2013 - 48.7% A\* - C, 2014 - 50.4% A\* - C, 2015 - 54.8% A\* - C). This year the Department are predicting 61.4% A\* - C.
- A number of pupils are not entered for a GCSE at the end of KS4, with 89% of this year's cohort entered for the full course. The pupils who are not entered still follow the AQA GCSE specification but due to attendance or behavioural issues they are not able to be entered for the full course. The school should consider ways it can bring % entry in line with that of English and Maths.
- The number of pupils who achieve A\*-A is below the national figure (29% in 2015) and other Diocesan schools with 6.3% in 2013, 9.9% in 2014, 5.6% 2015. This has been addressed through support of an AGT mentor who has been working with the department on strategies to stretch the more able. This year the department are predicting 17.5% A\*-A.
- There is a generally improving trend at Key Stage 3 with results broadly comparable to those in English. The achievement of students who are disadvantaged is improving but is still behind that of their peers. The pupils who have special educational needs are making good progress.

## **How well pupils respond to and participate in the schools' Collective Worship is outstanding**

- Pupils display excellent behaviour and attention during Collective Worship, showing reverence and respect. This was observed on the day of the inspection and is further evidenced in the schools own monitoring procedures as well as observations made by Governors.
- Increasingly, pupils are preparing as well as leading, assemblies, para liturgies, class and year group Masses and are enjoying the experience.
- Pupils are aware of the distinctive Catholic nature of the school; they understand the importance of making the sign of the cross and are familiar with traditional prayers.
- Pupils spoke very enthusiastically about their experiences of Collective Worship which demonstrates the impact they have had on them. The community building of prayers to form the Door of Mercy has been particularly effective and well received, in addition to the Stations of the Cross during Lent.

# PROVISION

## How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	<b>2</b>
The extent to which the Religious Education curriculum promotes pupils' learning.	<b>2</b>
The quality of Collective Worship provided by the school.	<b>1</b>

### **The Quality of teaching and how purposeful learning in Religious Education is good.**

- A large number of lessons were observed during the inspection. The majority of the lessons seen were good, however, some of those observed required improvement.
- Pupils were positive in their attitudes towards Religious Education and they behave well in class.
- In the best lessons, pace and challenge were good, pupils were motivated and happy to participate fully in the lesson. Pupils said 'Religious Education lessons are enjoyable' and that their teachers were always happy to give them extra help. There was mutual respect and high quality relationships evident which meant that the pupils were happy to say what they really felt and they were secure in taking part in class discussions.
- In some of the lessons seen there was an over-reliance on teacher-led activities, where students became passive learners, and as a result, there was a lack of pace and challenge in the lesson. There was little evidence of differentiation seen in these lessons. In such lessons pupil's behaviour for learning was not as focused as in other lessons observed.
- Pupils are benefitting from engaging, varied, creative teaching strategies in many lessons. In the best lessons this led to high quality discussions and written work where pupils had deepened their thinking. However, in some lessons seen, the activities were not always well matched to intended learning or were overly repetitive with a low level of challenge.
- Assessment is regular, although there was little evidence of diagnostic marking. However, in conversations with pupils, most were able to articulate what they needed to do to move on to the next stage.

### **The extent to which the Religious Education Curriculum promotes pupils' learning is good.**

- The content of the Religious Education curriculum is good and meets the requirements of the Curriculum Directory. The curriculum offered by the Department provides a systematic study of God, the life and teaching of Jesus, the Church, the central beliefs that Catholics hold, and the relationship between faith and life.

- In Y7 to Y11 pupils are allocated 12% curriculum time for Religious Education. This is above the recommendation of the Bishops' Conference and demonstrates the importance given to the subject in the school.
- The Department is currently working on developing resources for the new GCSE curriculum, and has chosen to study Route B of the Eduqas specification. The Department already has a very good range of resources to begin to deliver this.
- The Department have moved towards collaborative planning at KS4 and this is beginning to have a positive impact in terms of promoting pupils learning and understanding. It would be highly beneficial for the Department to expand this process to include KS3 and start from shared, common, learning outcomes. This would ensure a more consistent approach to lesson delivery across the department with appropriate levels of challenge and support.
- The Religious Education curriculum makes a good contribution to the spiritual and moral development of students through the study of other faiths such as Judaism and Islam. They are taught to respect other faiths and cultures.

### **The quality of Collective Worship provided by the school is outstanding**

- The appointment of a Chaplaincy Co-ordinator based in St Pius X School but serving across the learning community, is a testament to the united resolve to ensure that the celebration of the Catholic faith is seen as a key priority. Co-ordinated cross phase chaplaincy planning is keeping the 'rumour of God' alive across all schools.
- Acts of Worship are very well planned and central to the life of the school. The Liturgical calendar has been formulated by the Chaplaincy Co-ordinator, Leadership Team and local clergy and reflects the seasons of the Church, as well as having a global dimension. This is an indication of the care, commitment and rigour which the school devotes to this vital planning aspect of its distinctive ethos.
- All Departments in school are expected to contribute to the pupil's spiritual development by being represented at Chaplaincy team meetings and leading assemblies that link to their subject area. This demonstrates the inclusive and whole school approach to prayer and worship. On the day of the inspection, an outstanding Assembly delivered by the Maths Department and Year 8 pupils on World Population was innovative, inspiring and enthusiastically received with high levels of participation. There are effective procedures in place to quality assure assembly provision.
- The Chaplaincy Co-ordinator is effectively supporting staff in delivering high quality prayer and worship through daily prayers available on the VLE and assistance with the planning and delivery of assemblies.
- There are a variety of experiences provided, that give opportunities for pupils to develop spiritually including; celebration of the Eucharist as a Form, at the end of the year and as they leave in Year11.
- The very popular retreats for each year group to Savio House allow pupils to think more deeply about their faith, meditate and participate in the Sacrament of Reconciliation.



# LEADERS AND MANAGERS

## How effective the provision is for Catholic education

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	<b>1</b>
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	<b>2</b>

## How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is outstanding

- Leaders and Governors of St Pius have a clear and united vision for the school to become outstanding and they have achieved this in relation to the Catholic life of the school. There is much innovative, forward thinking and exciting practice across the learning community which is developing all schools further.
- Development planning for St Pius and the learning community is robust with involvement from leadership, governors and staff.
- The monitoring and evaluation of provision is very thorough and is supporting ongoing improvements. This area of school life is reviewed; at Governors meetings, by the Chaplaincy Co-ordinator and Assistant Head with responsibility for Ethos and an annual review informs planning for the following year.

## How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is good.

- The leadership and management of Religious Education is good, and is improving steadily under the new Head of Department who has only been in post for one year. Following a period of considerable staffing instability the Department is now fully staffed and standards are rising.
- The Head of Department has a realistic understanding of the strengths of the team and the need to improve the quality of teaching so that all lessons are consistently good or better, with a greater proportion of outstanding lessons. As a strong classroom practitioner with a clear vision of what needs to be done, the Head of Department is well placed to improve the quality of the teaching.
- Strategic departmental planning, indicates that the Head of Department is committed to improving achievement so that pupils make good and outstanding progress. Appropriate actions have been identified which have led to a sharp focus on the levels of progress between Key Stages and the tracking of pupils consistently across all year groups.

**This final section draws together all the evidence and judgements made in the preceding sections**

## **OVERALL EFFECTIVENESS**

<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
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The overall effectiveness of St Pius X Catholic High School is good.

Pupils at St Pius and across the Learning Community are benefitting enormously from high quality Chaplaincy provision with significant improvements having been made since the last inspection. Leaders, Managers and Governors are deeply committed to providing outstanding Catholic Education and they have achieved this. Staff and pupils alike have access to a rich variety of experiences and are very well supported.

Standards are rising in Religious Education and with the appointment of a new Head of Department who is leading a committed team, the indications are that this improvement will continue and gather momentum.

### **Recommendations**

- Ensure indicators for Religious Education performance are above national figures.
- Ensure planning is of equal high quality across the Religious Education Department, informed by shared, common, challenging learning intentions.
- Continue to improve the quality of teaching through collaborative planning, sharing good practice and observations so that there is greater consistency across the Department.
- Continue to develop a shared vision for Catholic education across all the St Pius Learning community whereby all staff and pupils are equipped to take a lead.