



Inspection carried out Under Canon 804 and 806
and in accordance with Section 48 of the Education
Acts 2005 and 2011

DIOCESE OF SALFORD

Name of School Loreto High School, Nell Lane, Chorlton-cum-Hardy, Manchester M21
7SW
Inspection date 16th March 2020
Reporting Inspectors Martin Reynolds, Ivan Catlow, Leo Conley, Mark Mountcastle

Type of school	Secondary
URN	105574
Age range of pupils	11-16
Number on roll	712
Appropriate authority	The Governing Body
Chair of Governors	Martin Hanbury
Headteacher	Catherine Hughes
Religious Education Subject Leader	Gabrielle Shahidi
Date of previous inspection	18 th March 2015
Grade of previous inspection	Good

Explanation of the Grades - 1 = Outstanding, 2 = Good, 3=Requires Improvement, 4 = Inadequate

Overall effectiveness of Loreto High School	Overall grade	2
The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Grade	1
Religious Education (incorporating Word)	Grade	2
Collective Worship	Grade	1

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

Loreto High is an 11-16 mixed comprehensive school located in Chorlton-cum-Hardy, Manchester serving six partner primary schools in the Diocese. 51% of pupils are in receipt of pupil premium support which is well above the national average. The school draws many pupils from some of the most deprived parts of Manchester. Over a quarter of pupils speak English as an additional language and the school is in the highest quintile for minority ethnicity and has high levels of pupil mobility. The school is affiliated to the Loreto International Family of schools.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- **Outstanding leadership from an inspirational headteacher, well supported by governors and the Loreto family of schools in galvanising the whole community into delivering the Catholic mission of the school.**
- **A truly diverse, welcoming and joy-filled school in which staff daily model the gospel values expressed by Mary Ward and deliver extraordinary care to each unique member of the community.**
- **The significant leadership of pupils across the school in a wide variety of activities is an inspiring witness to Gospel values which permeate the school.**
- **Governors and senior leaders know the school well and have the skills, capacity and determination to drive the school to reach their high ambitions.**

AGREED AREAS FOR DEVELOPMENT

- **To complete the review of the Religious Education curriculum in line with whole school plans in order to secure further increases in attainment for identified groups, particularly boys.**
- **To fully embed 'The Loreto Way' into all teaching and behaviour management across the school.**
- **Further develop the structured approaches to collective worship in formation time and assemblies ensuring more pupils are fully participant in prayer and worship.**

THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness)

The Catholic Life of the school (incorporating Welcome, Welfare and Witness)	Overall grade	1
Outcomes - The extent to which pupils contribute to and benefit from the Catholic Life of the school		1
Provision - The quality of provision for the Catholic Life of the school		1
Leadership - How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school		1

The Catholic life of the school is evident at every level of school life from the warmth of welcome to the authentic living out of gospel values. The headteacher leads from the front communicating ambitious expectations for all pupils to be 'men and women of courage', 'seekers of truth' and 'doers of justice'. Pupils and staff buy into this and recognise that the roots of this ambition lie in the teachings of Christ. There is a palpable sense of belonging which allows pupils in this culturally diverse setting to feel safe and highly valued. Pupils recognise that the diversity and inclusivity of the school is one of its strengths. As one pupil commented, 'It is how we celebrate our differences which makes this a joyful place'. Pupils respond with enthusiasm to the prolific opportunities to lead or participate in activities promoting Mary

Ward’s expression of Christian values.

The school’s inspirational mission statement is known and lived and has a significant impact on the shared endeavour of the school. All work together in integrated harmony such that pupils clearly know that staff, in the words of one pupil, ‘accept us with all our flaws.’ Staff model values of compassion and justice in their daily work and these values are reflected in policies and procedures. The school explicitly prioritises the needs of its most vulnerable pupils who know who they can turn to for extra or specialist support. The Phoenix Room, where pupils learn about restorative justice, bears witness to a forgiveness culture which pupils value. As one pupil said, ‘They give us a second chance here.’ Rich and varied opportunities for pupils (such as pupil chaplains and The Justice and Peace group) lead the way in promoting the outstanding levels of service to the local and global community.

Governors and leaders have ensured that school resources are focused on supporting the mission to develop the whole child. The school uses nationally known visiting speakers to help in getting key moral messages across to all pupils. In challenging financial times, leaders have consciously retained and developed their highly skilled support staff to ensure that the most vulnerable pupils are well-supported. Staff are proud of their school and its journey thus far and feel valued and supported by leaders. Leaders realise the central importance of staff in delivering the mission of the school and invest judiciously in their training. A residential induction for all new staff to the school is exemplary practice. Parents speak very highly of school and feel they work in real partnership with staff in educating their children. In all this abundance of rich provision, Governors and leaders are clear in discerning the next steps in their school’s inspiring journey.

RELIGIOUS EDUCATION (incorporating Word)

Religious Education (incorporating Word)	Overall grade	2
Outcomes - How well pupils achieve and enjoy their learning in Religious Education		2
Provision - The Quality of teaching, learning and assessment in Religious Education		2
Leadership - How well leaders and governors promote, monitor and evaluate the provision for Religious Education		1

With the exception of GCSE Religious Education results in 2019, there has been an upward trend in attainment and progress against Salford Diocesan averages and in-house whole cohort subjects. Disadvantaged pupils follow this upward trend because teachers plan well for their needs. Higher ability pupils achieve particularly well. In observed lessons most pupils are engaged and respond well to the high expectations flowing from consistent approaches to planning, behaviour management and assessment. The engagement and attainment of boys in Religious Education lags behind that of girls although the department rightly identifies this as an area for further improvement. Pupils show good levels of religious literacy in lessons and in their books and are able to make further gains in knowledge from the helpful feedback they receive from their teachers.

The Religious Education Department works together as a cohesive team using their good subject knowledge to plan lessons built around ‘The Loreto Way’. This whole school approach to pedagogy ensures that the experience of learning includes opportunities for deep exploration and reflection. Teaching in Religious Education is characterised by good questioning and is designed to draw out considered and extended responses towards ‘big questions’. Books in Religious Education are marked to a consistently good standard in both key stages giving planned and structured opportunities for pupils to respond to feedback on their written responses and to improve it. A rich diet of clubs, trips, visiting speakers and ‘drop down days’ enrich pupils’ experience of Religious Education across the school. Teachers in Religious Education know their pupils well and cater effectively for their diverse needs. Drawing on the A level teaching expertise of Loreto Sixth Form College has successfully supported the achievement of higher ability pupils in GCSE Religious Education. The school provides at least 10% of curriculum time for Religious Education in each year. Whilst the school had recently followed a GCSE Religious Education course not approved by Bishops’ Conference or exempted by the Salford Diocese, this oversight has been corrected and the school is fully

compliant with the RECD.

Governors and leaders have ensured that resources (both material and human) for Religious Education match those of other core subjects in the school. The impact of the Loreto Trustees and IBVM sisters on the strategic development of the school is significant. The cycle of external reviews conducted by The Loreto English Educational Network (LEEN) gives robust validation to the school's self-evaluation. Governors accurately know the quality of provision for Religious Education in the school and are skilled and confident in taking the next steps to further improvement. The school is currently re-writing its entire curriculum to fully reflect the seven core Mary Ward values and is on its way to ensuring 'The Loreto Way' for teaching and behaviour becomes fully embedded.

COLLECTIVE WORSHIP

Collective Worship	Overall grade	1
Outcomes - How well pupils respond to and participate in the school's Collective Worship		2
Provision - The quality of Collective Worship provided by the School		1
Leadership - How well leaders and governors promote, monitor and evaluate the provision for Collective Worship		1

Pupils respond with routine reverence to the frequent opportunities for Collective Worship provided each day. Whilst participation is not yet full and enthusiastic in all years, it is moving in that direction as leaders provide even more varied ways to pray and reflect. Pupils understand the purpose of prayer and worship and identify it as a central part of the school's identity. Through the combination of the school's promotion of pupil leadership and the calm, invitational stewardship of the lay chaplain, pupil chaplaincy is thriving. They routinely prepare and lead liturgies, support the celebration of the Eucharist and help create spiritual experiences pupils engage with. In an observed Year 11 assembly, newly appointed Year 10 prefects spoke with confidence about pastoral projects linked to core values which they had initiated. Year 11 students listened with respect and interest. Drama and music make significant contributions to the experience of liturgies and together with the leadership of pupil chaplains the local parish and primary school benefit from this partnership. The annual carol service in the parish (which feeder primary schools attend) exemplifies well the strength of these links.

Collective Worship is at the heart of life at Loreto High School. Collective Worship is enhanced by the reconfiguration of the school chapel and the effective leadership of the lay chaplain who helps bring a spiritual calmness to a busy school. Twice a week staff gather in the chapel for briefings. These information sharing briefings always begin with a prayer as do all meetings in school. The lay chaplain provides weekly prayer resources for all formation tutors which link to the liturgical cycle of the Church's year and the previous Sunday's gospel reading. This is all underscored by the Mary Ward values which are prominently displayed around school. This gives a consistency to the quality of collective worship in formation time making it a central focus to the time, not a bolt-on. The school also benefits from the regular presence of local priests who celebrate the Eucharist and Sacrament of Reconciliation in keeping with the cycle of the Church's liturgical seasons.

Senior leaders and Governors have ensured that provision for worship is a priority. This is reflected in how they have generously staffed and resourced this provision across school. The headteacher, in her line management of Religious Education and the Catholic life of the school, leads from the front in modelling best practice. New staff are inducted into the Catholic life of the school in an annual residential trip and their confidence in the delivery of high quality Collective Worship is supported through further training. The quality of Collective Worship is monitored routinely by Heads of Year and pupil chaplains. Governors, through the work of the Ethos, Behaviour and Safety Committee are able to regularly evaluate the impact of policies on practice.