

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATIO  
**CARDINAL HEENAN CATHOLIC HIGH SCHOOL**  
Tongue Lane, Leeds, LS6 4QE

School URN	108095
School DfE Number	383/4751
E-mail address	info@cardinalheenan.leeds.sch.uk
Chair of Governors	Mr D Murray
Headteacher	Miss E Cox
RE Subject Leader	Mrs. C O'Neill
Date of Inspection	26 <sup>th</sup> /27 <sup>th</sup> March 2013
Section 48 Inspector/s	Anne Winfield and Kevin Higgins

# 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 the school is in providing Catholic Education.

1

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

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

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

1

**Summary of key findings:**

## **This is an Outstanding school**

- A strong commitment to the school’s ministry in education, and to the development plans supporting it, is evident in the practices of Governors, the Headteacher, Senior Leaders and other staff. The mission statement informs all policies including those related to curriculum, staff and pupils and the general life of the school. This commitment is clear in the status and role of the RE faculty (which includes PHSCE); the good Chaplaincy provision; excellent liturgy and worship; high quality pastoral care; and the opportunities to enhance the social, moral and spiritual development of pupils, supported by a range of partners.
- Leaders and Managers at all levels are highly effective in managing and developing the Catholic Life of the school including the provision for, and outcomes of, Religious Education. The school completed a very accurate self-evaluation and has a clear view of its own strengths and areas for development. The school is in an excellent position to effect further improvements and is already committed to doing so.
- Standards and progress in Religious Education (RE) are consistently very good for all groups of pupils. The high number of A and A\* grades attained in GCSE examinations is particularly impressive.
- The quality of teaching and learning in RE is outstanding. There is excellent assessment for learning which has enabled pupils to make better progress in RE than they do in other areas of study.
- The school’s capacity for sustained improvement is Outstanding. Areas for improvement identified in the last inspection have generally been met and the excellent self-evaluation at all levels of management provides clear foci for improvement. Best practice in the RE department has begun to be shared across the school.

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

- Appoint a lay chaplain to develop the school's chaplaincy provision and add capacity to the good work already carried out by the school chaplaincy team.
- Conduct rigorous and systematic evaluation and monitoring of provision and outcomes in relation to the Catholic Life of the school to inform future planning.
- Utilize student voice to evaluate Collective Worship and so build on the current excellent examples of pupil leadership of worship.

## **Information about this inspection**

The Inspection of Cardinal Heenan Catholic High School 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 Diocesan Administrator 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 2012).

The inspectors reviewed in detail the following aspects:

- Observation of 6 lessons covering all years in both key stages and 6 teachers of Religious Education (RE).
- Examination of pupils' written work, teacher assessment, and written feedback.
- Meetings with the Headteacher, Deputy Headteacher, Assistant Headteacher (Pastoral), Attendance Officer, Curriculum Leader for RE, Curriculum Leader for PHSE, SENCO, Catholic Care worker, COSP co-ordinator, Priest Chaplain, Chaplaincy Team, staff leading liturgies, a primary headteacher, pupils leading assembly, pupils attending that assembly, a cross-section of pupils, parents, a parent governor and a telephone conversation with the Chair of Governors.
- Examination of school and departmental documentation including school improvement plans and monitoring documentation, attainment and tracking data, liturgical and school calendar, policies, monitoring and evaluation records, schemes of work and detailed action plans.
- Acts of worship in year and form groups covering both key stages, and attendance at a musical practice.

## **Information about this school**

- Cardinal Heenan High School is an 11-16 specialist language college which is slightly smaller than the average secondary school.
- It draws from a wide catchment area, serving eight Catholic feeder parishes and seven Catholic feeder primary schools. In 2012 the school admitted 169 Catholic pupils, 141 of whom were from Catholic feeder primaries, and 12 non-Catholic pupils. Pupils come from a wide range of socio-economic backgrounds.
- 92% of pupils are Catholics.
- Of the 58 teachers, 32 are Catholic, 12 teachers have the CCRS or equivalent.
- The proportion of pupils from minority ethnic groups is slightly above the national average and those who speak English as an additional language is broadly in line with the national average.

- The proportion of pupils known to be eligible for the Pupil Premium is in line with the national average.
- The proportion of pupils with special educational needs and/or disabilities is lower than the national average.
- The school meets the government’s floor standards which are the minimum expectations for pupils’ attainment and progress.
- Some pupils attend bespoke alternative provision including courses at ‘Skills4U’, ‘Elect’ and the ‘Catholic Out of School Provision’.
- The school works in partnership with other secondary and primary schools across the diocese.
- The school has the Stephen Lawrence Education Standard and the International School Award.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are Outstanding

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>1</b>
How well pupils respond to and participate in the school’s Collective Worship.	<b>1</b>

- The Mission Statement ‘Putting our Faith in Education’ is supported by governors, staff, pupils, parents and the wider community. Parents believe the school is second to none in its spiritual and pastoral support of pupils.
- There are outstanding relationships evident between staff and pupils, and pupils of all ages. A climate of respect is evident in lessons and less formal situations, like music practice.
- Pupils are conscious of their worth, and the worth of others, and are tolerant of others. They are curious, always willing to develop new ways of contributing to school life, and very willing to listen, to contribute and to forgive.
- There are many opportunities for pupils to take on responsibilities and help develop the Catholic Life of the school, and these are seized eagerly. One pupil has promulgated plans for a House system, giving a presentation to Senior Leaders and assembly to Y7. The plan is now being adopted, firstly by Y7, then to be rolled out to the rest of the school.
- The School Council is active and effective, consisting of a boy and girl representative from each tutor group, while Y10 and Y11 have Executive Councils.
- Retreats and Days of Recollection are well-supported and evaluations are completed by pupils afterwards.
- Many pupils attend the Lourdes pilgrimage and are financially supported by the school if necessary. The Lourdes group lead the following year group into knowledge of their experience through presenting a moving and personal assembly to Y9.
- Pupils contribute to the Catholic Life of the school through a variety of fundraising events, such as Good Shepherd, Macmillan and CAFOD.
- Pupils plan and lead extended charitable work in to parishes through selling ‘Fairtrade’ baskets and raising awareness of CAFOD in school.
- Pastoral Care in the school is outstanding and pupils feel that, “Everyone matters and everyone can have their say.”

- An Attendance Officer meets with the pastoral team to support any persistent absentees and their families.
- There have been no permanent exclusions and fewer fixed term exclusions since the last inspection. This is partly through the use of the positive discipline policy which is followed by all staff and pupils consistently. Behaviour in class and around the school is outstanding, with pupils showing a genuine care for each other.
- Individual care programmes are put in place to support individual pupils, using nurture groups and personalised programmes of learning. These programmes have been most effective in ensuring that all children remain in the school community and fulfil their potential.
- Work with other Catholic partners enhances the opportunities for students who respond better to alternative programmes at Key Stage (KS) 4, where some students learn with other Catholic students at Leeds College one day a week, with work experience one day.
- The school works in partnership with other Catholic schools to provide managed moves within the system for pupils who are in danger of exclusion.
- There is an excellent programme of transition with feeder primary schools. New pupils are helped to settle in with an older 'buddy' and the Welcome Mass for Y7 is very well-attended by parents. Transition at 16 to Notre Dame is also eased by the pastoral staff and COSP (Catholic Out of School Provision) co-ordinator, so that all pupils see the 'escalator' of Catholic Education throughout their school life.
- The standards achieved in RE by the pupils at the end of key stage 4 are very good. About a third of all students achieve an A or A\* grade at GCSE level and almost four in five achieve higher than a C grade. These results mean that success in RE compares very favourably to that in other subjects. The strong results at GCSE level represents excellent performance in terms of levels of progress achieved by students overall.
- Analysis of pupil data suggests that such excellent outcomes will be maintained in the future. The high standards have been achieved through excellent teaching, close tracking of student progress, detailed feedback on how work can be improved and an impressive range of intervention procedures.
- At Key Stage 3, pupils' progress is also impressive and standards achieved compare very favourably to other core subjects. Pupils make higher than expected levels of progress.
- Throughout the school, pupils speak very positively about their experiences in RE with an impressive number of those spoken to claiming it to be their favourite subject.
- Pupils work well in lessons and show great enthusiasm and interest. They are very keen to do well. All students are aware of their levels of attainment and what they need to do to improve.
- Good support from the SENCO and other staff has ensured that all pupils, including those with learning needs, are making better than expected progress. This has been particularly evident in year 9 where there is a larger than normal group of students requiring extra help.
- The daily Act of Worship is regularly prepared and led by pupils, following a calendar that reflects both the liturgical year and matters of concern to pupils. One Assembly about the Stations of the Cross included pupils reading their own prayers and giving a series of tableaux reflecting the stations described, as an aid to prayer.
- Pupils from Y7 are encouraged to lead and participate more actively in worship, as volunteers involve more of their peer group so that embarrassment disappears.
- Pupils are accustomed to using a variety of methods to support prayer. Their work in other departments support that carried out in RE. Some RE lessons include private prayer in the school chapel. A number of pupil music groups – the Madrigal Group, choir and school orchestra were all practising for their roles in the end of term liturgy following Christ on Good Friday.

- Morning worship in form groups always includes prayer and reflection on a theme e.g. Pope Francis' decision to live more humbly. Pupils of other faiths join in where appropriate, and there is no sense of separation.
- One 'Outstanding' Y7 assembly showed excellent engagement of pupils, led by pupils, using scripture, traditional prayer and pupils' own prayers. All pupils were responsive and the experience was deeply uplifting for all.
- Pupils prepare and give readings and lead prayers in class Masses and special Masses, such as the Y11 Leavers' Mass where parents join with their children to give thanks for their time in school.

## The provision for Catholic Education is Outstanding

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

- The teaching in RE is of an excellent standard. Schemes of Work are detailed and rigorous lesson planning successfully translates the schemes into meaningful learning experiences for the pupils. Lessons have pace and are enjoyable.
- There are four full time specialist teachers of RE who are supported by a number of experienced colleagues that also teach in other curriculum areas. Teachers have very good subject knowledge and a clear understanding of how students learn. The pupils' grasp of prior learning is systematically checked and this is then built upon. Teachers have high expectations of the pupils. They skilfully question pupils and create a climate where they can be reflective. Praise is effectively used and pupils are confident.
- There is much evidence of effective assessment for learning. For all ages, the learning objectives are clearly differentiated and good differentiation techniques were seen throughout. Teaching in Key Stage 4 classes is clearly focused on supporting the students to achieve well in forthcoming examinations.
- In lessons, pupils are keen to learn, their behaviour is outstanding and they all work hard. Verbal feedback is an outstanding feature in the best lessons, enabling good progress to be secured. There is a detailed policy for providing written feedback to pupils and hence the quality of marking is very good with clear targets for improvement being offered. Feedback also supports the whole school literacy policy.
- Good peer assessment was also seen. Common assessments in Key Stage 3 are effectively moderated and this has had a positive impact on standards.
- An excellent variety of resources are used very effectively in lessons. The 'Smartboards' in particular are well used.
- The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales and the requirements of the National Curriculum. At Key Stage 3, pupils follow an innovative programme with effective schemes of work and good shared resources. Units on Judaism and Islam are studied in addition to Catholicism and Christianity. At Key Stage 4 students study units on Mark's Gospel and Catholic Ethics from the AQA specification for Religious Studies.
- Sex Education and Relationships Education are taught mainly by RE staff but some aspects of the work are taught in other areas of the curriculum. This is carefully mapped and monitored so that delivery is in line with Diocesan policy and the teachings of the Catholic Church. Displays and individual work showed pupils' thoughtful response to SRE.

- The RE department has its own suite of rooms in a designated corridor in a prominent position at the front of the school next to the chapel. The rooms are in good condition. Pupils' work and other colourful displays are evident and it is clear RE is seen to be at the heart of the school and the curriculum.
- The RE department receives a reasonable share of capitation to ensure that programmes can be effectively implemented.
- The use of personalised programmes to meet the needs of individuals has meant that a few students are not entered for GCSE RE but some excellent work was seen highlighting that success in RE is recognised as important for all students.
- Collective Worship is central to the life of the school, with year assemblies or Form Prayer every morning.
- Class Masses take place every half term, prepared and led by pupils.
- The priest chaplain is in school regularly to celebrate Mass, although voluntary lunchtime Mass has not been taking place recently, partly through the absence of a lay chaplain.
- Pupils are given the opportunity to receive the Sacrament of Reconciliation. Five priests, including one Polish priest to support Polish pupils, came to the school for the Sacrament recently, and over 100 pupils received the sacrament.
- Staff pray together daily, as do tutor groups.
- The chaplaincy team of staff from different areas of the curriculum are presently planning and co-ordinating liturgical opportunities for staff and pupils. Consequently, the pupils have a rich diet of prayer opportunities, but the team are naturally spending a lot of their time to ensure this is the case, and so their other duties may become more onerous, or planned developments have to wait.
- Staff have an excellent understanding of the Church's liturgies, its rites and seasons and the wide variety of quality worship, and so pupils have high quality experiences of the Church's liturgical life. Planned worship is appropriate to the age and faith background of pupils, and shows progression through the years.
- There is, as yet, no pupil chaplaincy team, although there are a number of pupils who willingly lead worship and spread the word out in the community in different groups, e.g. CAFOD and Fairtrade.
- The school's efforts to appoint a lay chaplain have so far not resulted in an appointment, and that appointment would ensure that more pupils could be involved in chaplaincy, and voluntary lunchtime Mass could be resumed. The school sees the need for this appointment as urgent.
- There is good liaison with the nearby primary school in terms of liturgy and worship.
- There has been some outreach work by the CAFOD group in one parish, and there are plans to develop this further afield
- All pupils respond well to worship, and although a number of pupils lead and plan worship, this is an area for development.

## The Leadership and Management are Outstanding

<p><b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b></p>	<p><b>1</b></p>
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- Leaders, Governors and Managers are deeply committed to the Church’s mission in Education. The Governors’ knowledge of the school, their giving of time to the school and their holding the leadership to account for the Catholic Life of the School have all maintained and developed the school’s ethos as a distinctive Catholic school.
- Catholic Life is a main section in the School Development Plan.
- The different Governor committees contribute to this development, through their work in holding the Curriculum Leader to account for the work of that department, and their knowledge and understanding of work carried out in the school to keep all pupils safe and supported.
- The Governors are involved in whole school planning, in interrogating the SEF and School Development Plan alongside the Senior Leadership Team.
- The Headteacher and her Senior Team are strongly committed to the values and ethos of the school, having a clear vision for the Catholic Life of the school and an understanding of all facets of that life. They are good role models for staff and pupils. Possibly as a result of their leadership, staff turnover is low so the school benefits from staff stability.
- The Catholic Life of the School is always reported on in the Headteacher’s report, and some evaluation of activities is carried out. However, a more rigorous evaluation and monitoring of the Catholic Life of the school would help all leaders plan further development more systematically.
- The SEF48 shows an accurate knowledge of the school’s Catholic Life and provision in RE.
- Leaders are committed to working in partnership with other Catholic schools, as in managed moves and providing COSP. In addition, the Curriculum Leader of RE, as a lead practitioner, has worked with other schools to develop best practice.
- Leadership in RE is Outstanding. Much CPD is delivered by the Curriculum Leader. The quality of teaching is closely monitored through formal observations, learning walks and very effective analysis of data. There is a detailed improvement plan for the area and policies, schemes of work and other documentation is of a high standard. There is systematic monitoring, tracking and intervention for pupils. All of these have had a positive impact on the outcomes for students.
- The impact of support, pastoral care and guidance on pupil progress is Outstanding. The weekly pastoral meeting ensures that no pupil is left behind in its programme of care.
- The pupils feel safe in school, partly as a result of the effective anti-bullying policy which the pastoral team lead. There are 5 members of staff designated as Child Protection Officer so that all pupils know they can speak to someone confident that their needs, or those of their friends, will be met.
- Parents and carers are very confident in the ability of the school to serve their children well. All parents interviewed stressed the spiritual and moral dimension of the school as a large factor in their choice of school for their child.
- All canonical and statutory responsibilities are met.