



Archdiocese of Birmingham

Section 48 Inspection Report

Cardinal Wiseman Catholic School

Part of the Romero Multi Academy Company
Potters Green Road, Coventry, CV2 2AJ

Inspection dates:
Lead Inspector:

20th-21st November 2018
Rachel Waugh

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- The school leaders and governors have an exceptionally strong vision for the core purpose of Catholic education, which is promoted in all aspects of school life.
- The physical environment, policies and practices of the school are proudly Catholic. They ensure that each pupil is treated as a child of God, who has a sense of service and of their calling to become the person God intended them to be.
- Standards in Religious Education are good and its curriculum is designed to secure effective outcomes for all pupils. Teaching is at least good and responds to the needs of the learners in order to achieve good outcomes.
- There is ample opportunity for Collective Worship and a good range of opportunity for pupils to plan and lead times of prayer using a variety of approaches.

It is not yet Outstanding because:

- The school has embarked on a transforming journey in relation to Catholic Life and, whilst significant progress has been made, new initiatives need to be in place for longer to achieve their full impact.
- Achievement in Religious Education at key stage 4 have fallen slightly below the Diocesan average.
- The new approach to a knowledge-based curriculum has yet to be fully embedded.

FULL REPORT

What does the school need to do to improve further?

- Celebrate what is unique about the school and embed innovation and creativity into every aspect of the Catholic Life of the school and community. To ensure that Cardinal Wiseman becomes the school of choice for all pupils within the MAC.
- Embed high expectations about pupil response to teacher feedback, so that pupils have a clear understanding of how to progress.
- Provide a variety of traditional, as well as contemporary worship for all staff and pupils in order to celebrate the rich heritage of the Catholic faith and its traditions.
- Ensure findings of monitoring and evaluation for Catholic Life, Religious Education and Collective Worship are fully embedded into development planning to improve outcomes.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Good
The quality of provision for the Catholic Life of the school.	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

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.

- Cardinal Wiseman has become highly valued by the pupils and the Catholic Life and mission of the school is appreciated by all. Pupils are proud of this school and live by the motto that everything is done for Christ.
- Pupils are regularly asked about their views, which are then used to influence the decisions and actions of the school. The pupil leadership group is well regarded in the life of the school.
- There has been significant rejuvenation of standards and expectations across the school, based on the belief that Cardinal Wiseman is a Catholic school for all. As a result of the 'no excuses' culture, pupils respect one another and themselves.
- Pupils celebrate their diversity and recognise all as being made in the image and likeness of God. This is a truly inclusive community, united by faith and the Wiseman values of courage, faith, hope, respect, service and wisdom. Although pupils refer to the Wiseman values, they are less knowledgeable about the life and mission of Cardinal Wiseman himself.
- Behaviour throughout the school, supported through the 'no excuses' culture and the Wiseman values, is well managed. High standards of behaviour by most pupils and a highly visible staff presence ensure all pupils have positive role models and a strong sense of restorative justice.
- Pupils actively engage in charity and outreach work stemming from Catholic social teaching and the mission of the school. Social action, linked to the work of Oscar Romero, is strong and the academy provides opportunities for a range of outreach

work including a colour run and sleep over in recent years. A pupil told inspectors that it is in practising these 'habits of the heart' that they become closer to God.

- In the Sixth Form, students welcome the opportunities to serve others, most notably through work with their partner school in Malawi. Students highly value the opportunity to visit Malawi and the experiences associated with it, including assisting in the antenatal clinic and providing health packs for children.
- Chaplaincy provision is effective and at the heart of the community. Pupils appreciate the high priority that it is given across the school. They hold the priest chaplain in high esteem and the lay chaplains inspire participation and engagement in the Catholic Life of the school. As a result, pupil involvement in retreat and liturgical opportunities is high.
- The chaplaincy group is a small yet influential group in shaping the Catholic character of the school. The pupils in this group are encouraged to actively contribute to the Catholic Life of the school.
- The chapel, at the heart of the school site, is a powerful witness to the centrality of faith at Cardinal Wiseman School. Significant development of the environment has ensured that the whole site reflects its mission and identity as a Catholic community. Prayer spaces in all rooms and pupils' art work capture the mission of the school.
- Pupils highly value the personal support and guidance provided by dedicated and committed staff throughout the community. Staff recognise that working at Cardinal Wiseman School is a vocation. As a result, pupils are happy, confident and secure in their development as people made in the image of God. All students have identified a 'go to' person if they have any concerns and are educated in a safeguarding culture.
- Pupils have a good sense of vocation and recognise they are called to serve. The school motto, 'All things for Christ', is promoted into all aspects of school life.
- The annual Romero Sports Awards, which celebrate individual and team sporting successes of pupils, is founded in the mission of Cardinal Wiseman. In addition, the school provides exciting opportunities in partnership with outside sporting agencies, which allow pupils to pursue their God given talents.
- Through the school's chaplaincy provision and outreach work, good links have been made with the feeder primary schools and parishes. There are significant plans to build further strength through the Romero Academy of schools.
- The mission and values of the school are clear and reinforced across all areas of school life. Throughout the school, staff willingly share their faith and act as role models in the way they interact with others.
- Pupil and staff retreats have a high profile in the school and careful consideration has been given to the training needs of staff. The current level of training needs to be maintained and should lead to a long-term programme of professional development, to accompany staff on their journey as educators in a Catholic community.
- Relationships throughout the school are strong and rooted in Catholic values and principles.
- The moral and spiritual development of pupils is embedded into the daily life of the school.
- Pastoral care, especially of the most vulnerable, is excellent. The bereavement support group and the extended day provision is much appreciated by pupils, parents and carers.
- The pastoral needs of the staff are known and responded to by senior leaders.
- PSHE, the pastoral programme and Relationships and Sex Education are well planned and reflect Catholic principles. As a result, pupils have a clear

understanding of Christian love, including sexual love, through an appropriate and effective family life education.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- The school’s leadership is deeply committed to the Church’s mission in education. Leaders are a source of inspiration to staff and pupils. Catholic Life is seen as a core leadership responsibility and is key to all decision making.
- The priority of Catholic Life is evident in the school’s self-evaluation. Leaders and governors now need to ensure self-evaluation findings fully inform development planning and lead to improvement.
- Leaders have identified from monitoring and evaluation that the House System requires rejuvenation to build further opportunities to promote the Catholic Life of the school.
- Although staff receive training about Catholic Life, this needs to continue to be frequent and bespoke to the needs of the staff.
- The school is working well with parents, especially those who are harder to reach and parents of the most vulnerable pupils. The decision to move the school library to the front of school and to use it to host coffee mornings for parents/carers has provided good links between school and home.
- The School Improvement Board is highly ambitious for the school and leads by example. The board makes a very significant contribution to the Catholic Life of the school, holding leaders to account in the drive for improvement. There is no hesitation in challenging leaders when necessary. As a result, leaders at all levels are well aware of the strengths and the expectations for further development.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Good

How well pupils achieve and enjoy their learning in Religious Education.

- Most pupils from their starting points make good progress in Religious Education. Pupils attainment in Religious Education at key stage 4 has met or exceeded the Diocesan average attainment in two out of the last three years. The school’s own assessment data demonstrates good progress for all key stages and groups of pupils.
- The most recent results for pupils attainment at key stage 4 were slightly below Diocesan averages. This was partly due to the school’s decision to meet diocesan expectations and enter all pupils for GCSE Religious Education.
- The achievement of pupils with special educational needs and/or disabilities and disadvantaged pupils is a whole school priority. However, due to a highly effective approach to the curriculum and assessment, the difference in the achievement of these pupils and other pupils is decreasing rapidly in Religious Education.

- Religious literacy is strong and is well supported by the knowledge-based curriculum, where gaps and misconceptions in pupils' knowledge are tackled before acquiring further knowledge. Equally, the 'memory verse' used in every Religious Education lesson is contributing to effective religious literacy. The knowledge curriculum is reducing gaps between different groups of learners.
- Pupils' use of key vocabulary, prior knowledge of scripture and Church teaching are impressive. For example, as part of a lesson observed during the inspection, pupils anecdotally referred to St Augustine's teachings of Christ the love, the lover and the beloved, in addition to a range of scriptural examples of religious experiences.
- Most pupils are engaged in lessons and are committed to achieving the necessary skills and knowledge for success. They speak with conviction about morality, theology and spirituality.
- In key stage 3, strategies to include pupils on their learning journey need to be embedded fully, so they can explain clearly how to improve their work.
- Most pupils approach their lessons with interest and enthusiasm. Behaviour is managed effectively and as a result, pupils respond well in lessons.
- Results at key stage 5 demonstrate good progress. In addition, an increase in the number of students choosing Religious Education shows improved pupil confidence and enjoyment at this level.
- Internal teacher assessment is accurate due to extensive moderation with other Diocesan schools. This moderation is showing a return to previous performance outcomes.
- The quality of pupils' current work is good and the knowledge-based curriculum approach is ensuring continuous improvement.

The quality of teaching, learning and assessment in Religious Education.

- Teachers consistently plan good lessons and the knowledge-based curriculum is linked to pupils' current learning. Teaching is good and as a result, pupils enjoy Religious Education and are engaged with their learning.
- Teachers have good subject knowledge and appropriate training and support is in place to respond to specific teacher's needs.
- Teachers know their pupils well and know how they learn. A range of learning opportunities are employed and appropriate opportunities for more collaborative learning are being fostered, for example through peer assessment. As a result, pupils' progress is rapid.
- Examination practice is embedded into key stage 4 lessons appropriately. This allows pupils to build exam skills and expertise, whilst not diminishing an emphasis on learning about religion and from religion.
- There have been significant positive changes to the curriculum to respond to the needs of the pupils, the requirements of external curriculum change and school priorities. As a result, the curriculum is current and engaging.
- Pupils are involved in evaluating their achievements and progress through frequent green pen activities in response to knowledge tests and 'Even better if' tasks.
- Teachers manage time in lessons well and questioning of pupils is targeted appropriately.
- Resources are used effectively to support pupil progress. Knowledge booklets are provided for all pupils to support their learning beyond the school day.
- Teachers communicate high expectations about Religious Education to their pupils, most of whom respond positively. Teachers' target setting for pupils and tracking of their progress is aspirational and sophisticated.
- Teachers use a range of good quality feedback to pupils that is engaging and interesting. Pupils are given varied opportunities to respond to teachers' marking to

improve their understanding of their work. Pupils now need to explain clearly how to improve their work and achieve their target grades.

- Achievement and effort in Religious Education are celebrated and link directly into the whole school rewards system. Pupils welcome the opportunity to attend the 5 star barbeque as part of the annual celebration of Cardinal Wiseman day, the high point of the academic year.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The Religious Education curriculum meets the requirements of the Bishops’ Conference and the amount of curriculum time devoted to it is appropriate.
- Senior leaders are committed to providing the highest quality of Religious Education for pupils. Leaders and the School Improvement Board ensure that Religious Education is comparable with other core subjects in terms of staffing, resourcing and accommodation. There has been a significant investment by the school to put in place an appropriate core Religious Education programme at key stage 5 and schemes of learning at key stages 3 and 4, to secure good pupil progress.
- A cycle of monitoring and evaluation empowers leaders and managers to accurately evaluate the work of the Religious Education department. Monitoring and evaluation has evolved significantly from compliance checks to a more robust assessment of current progress, which effectively and accurately helps plan for future improvements.
- As a result of monitoring and evaluation, there is a clear understanding of the strengths and achievements of the department and an accurate insight into the journey ahead to secure the best outcomes for all learners.
- The department are working collaboratively with a number of Diocesan schools in order to develop best practice in Religious Education.
- The curriculum leader has a clear vision for Religious Education and is supported in realising this vision by the leadership group and strategies employed across the school. As a result, teaching and learning is at least consistently good.
- Leaders and the School Improvement Board ensure effective Religious Education for all pupils based on their monitoring, evaluation and their detailed knowledge of the department and the pupils. They effectively hold to account the leadership and management of Religious Education.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Good
How well pupils respond to and participate in the school’s Collective Worship.	Good
The quality of Collective Worship provided by the school.	Good
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Good

How well pupils respond to and participate in the school’s Collective Worship. The quality of Collective Worship provided by the school.

- Pupils act with reverence in all acts of Collective Worship and are keen to participate. They join in community prayer, particularly the school prayer, said at

the start of every lesson and all school related activities. This acts as a powerful daily witness to the mission of the school.

- Pupils speak with conviction and pride about how the school remembers past students, who were lost in action during armed conflicts. This is a powerful witness of faith in adversity.
- Pupils regularly and routinely prepare and lead Collective Worship. Most notably through tutor group Collective Worship and writing prayers, which is promoted throughout the life of the school. Pupils are enthusiastic and confident in their delivery of worship.
- Collective Worship is rooted in scripture, the liturgical year and the teachings of the Church. It has a clear message that is made relevant to the lives of the pupils. As a result, most pupils understand the liturgical year through the opportunities offered for prayer and reflection.
- All pupils write prayers that are read and used by staff during Friday morning staff briefing, which takes place in the chapel.
- There are a variety of approaches to prayer throughout the school. Contemporary prayer is especially strong and pupils value and respond to voluntary masses and worship provided by the chaplaincy team.
- The chaplaincy group helps pupils to fully participate in Collective Worship through their music ministry. However, this is an area that the school has identified that needs to develop further.
- Pupils come from diverse cultural and religious backgrounds and there is a well-developed respect for those of other faiths.
- Collective worship is part of each and every day and has been embedded into all practices across the school. It is given a high priority and pupils speak with conviction about the countless opportunities they have to pray together. For example, all pupils have the opportunity to prepare for and participate in Mass on a regular basis.
- Appropriate staff have a good understanding of the liturgical year and staff are skilled in empowering the pupils to plan and lead a variety of styles of prayer.
- Staff have benefitted from appropriate training about Collective Worship. This has helped them to successfully support pupils in planning and delivering worship.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Leaders know how to plan and deliver Collective Worship and have a secure understanding of the liturgical year. They ensure Collective Worship is relevant in a contemporary context. As a result, they are effective role models for staff and pupils.
- Leaders promote and value pupils planning and leading Collective Worship. As a result, pupils and staff willingly engage with opportunities to lead.
- Staff have many regular opportunities to receive liturgical formation and training about planning Collective worship.
- Collective Worship is reviewed regularly and action is taken to address any areas that are seen to need improvement. However, greater rigour in recording this process of monitoring, evaluation and action would improve development planning for Collective Worship.
- Collective Worship is in line with Diocesan expectations.

SCHOOL DETAILS

Unique reference number	141992
Local authority	Coventry
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Secondary
School category	Academy
Age range	11-18
Gender of pupils	Mixed
Number of pupils on roll	1184
Appropriate authority	School Improvement Board
Chair	Brendan McGurran
Headteacher	Thomas Leverage
Telephone number	02476 617231
Website address	cardinalwiseman.coventry.sch.uk
Email address	admin@cardinalwiseman.coventry.sch.uk
Date of previous inspection	13 th -14 th November 2013

INFORMATION ABOUT THIS SCHOOL

- Cardinal Wiseman is a large Catholic school situated in the North East of Coventry. The catchment area includes a conurbation of the city, which has a very high level of deprivation. Cardinal Wiseman serves the parishes of St Patrick, St John Fisher, Sacred Heart, Corpus Christi and St Elizabeth.
- The percentage of Catholic pupils is currently 55%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is below the national average.
- There have been significant changes since the last inspection. Following the last inspection, the school became part of the Romero Catholic Academy. An executive headteacher was appointed and the current headteacher was appointed in September 2017. A new leadership team was appointed during the academic year 2017/18.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Rachel Waugh and Louisa Craig.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across 15 Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of the School Improvement Board and other board members, the headteacher and executive headteacher, the Religious Education subject lead and responsibility holders within the department, the PICCLS, lay chaplain, priest chaplain and a range of staff from across the school community.
- The inspectors attended a form group Mass, a year group Collective Worship, a range of tutor time and under took a learning walk across the school. The inspectors witnessed all aspects of the working day including the start and the end of the day procedures.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school and academy development plan, the Religious Education action plan and teachers' planning.