



Archdiocese of Birmingham

Section 48 Inspection Report

CARDINAL NEWMAN CATHOLIC SCHOOL

Part of the Holy Cross Catholic Multi Academy Company
Sandpits Lane, Coventry, CV6 2FR

Inspection dates: 16-17 March 2022
Lead Inspector: Stephen Burns

OVERALL EFFECTIVENESS: **Outstanding**

Catholic Life: Outstanding

Religious Education: Outstanding

Collective Worship: Outstanding

Overall effectiveness at previous inspection: *Outstanding*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- Catholic Life is at the heart of the school's work, and its mission bears strong witness to the teaching of its patron, St John Henry Newman.
- As a result of inspirational teaching, which is well planned and constantly reviewed, Religious Education is highly effective and enables all pupils to make at least good progress.
- Collective Worship is a priority of the school. As a result, thorough planning and review provide the pupils with a wide range of religious experiences in which they can demonstrate and celebrate their faith.
- Leadership at all levels is strong, enabling the school to navigate through a period of turbulence to become a stronger and more caring community.
- The sense of community within the school and its place within the wider community are palpable. All stakeholders recognise and readily respond to the responsibilities that come with this.

FULL REPORT

What does the school need to do to improve further?

- Further develop and embed strategies for responsive teaching to ensure that all pupils are stretched and challenged in Religious Education lessons.
- Further develop strategies to embrace the complete demographic profile of the school to ensure that its excellent work is wholly inclusive and meets the needs of its pupils.
- Review and reflect on the provision of prayer during Religious Education lessons to ensure it has the parity and reverence it warrants.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- Pupils have a good understanding of the mission statement. This is evident through their ability to explain the pneumatic 'ASPIRE', which is the way the school defines its core values and its mission of 'knowledge through the light of faith'.
- The school plans for pupils to be systematically involved in evaluating its Catholic Life. Their involvement is ongoing, and the school acts upon what pupils say. As a result, pupils and staff alike hold the Catholic Life of the school in high regard. For example, a pupil voice evaluation exercise requested more 'open prayer' in December 2021, and this rapidly became a feature of school prayer services.
- The school's behaviour for learning policy is securely based on Gospel values. Leaders expect that the school will be 'where everyone, irrespective of ability, disability, colour, gender, faith, or nationality are treated with mutual respect.' This is evident in the exemplary behaviour displayed in lessons and at break and lunchtimes around the school. The school always emanates a calm and respectful atmosphere. This is most evident in the school's inspirational approach to restorative justice, which utilises the peace garden at the centre of the school. Pupils note that that is where 'teacher and student are enlightened, and the relationship is mended.'
- Opportunities for pupils to take leadership of Catholic Life abound within the school with forty-eight chaplaincy tutor representatives, twenty mission representatives, thirty Key Stage 4 pupils leading primary school retreats and ten extraordinary ministers of the Eucharist all working together with the chaplain and lay chaplain. As a result of these opportunities, pupil leadership of Catholic Life is at the school's core. During the inspection, one inspirational young leader said that the school

provided her with 'many opportunities to live out [her faith] both within and beyond the school.'

- Pupils value the spirit of community and are inspired by the many opportunities they have to reach out and live out their life of service, further reinforcing the centrality of the 'ASPIRE' values. This is a key factor in developing their relationship with God. One pupil told inspectors, 'We come closer to God when we provide help and give to others.'
- School values are appreciated by pupils and contribute to the calm atmosphere at break times.
- All pupils vote for the local charities they wish to support and do so with great success. There are numerous charity appeals, such as the Christmas shoebox appeal. Even more recently, the school raised a significant sum for Macmillan Nurses in honour of the passing of a long-serving governor. This demonstrates pupils' desire to contribute to the common good in a meaningful way to their school community.
- Pupils are unanimous in their view that Cardinal Newman Catholic School is a safe place to be, which is a testament to the pastoral care provided to them. Pupils know whom to go to if there is a problem, and they value the strong community spirit. They speak of solid relationships with their tutors and the extended community to which they belong, contributing to excellent behaviour. As a result, the pupil population is highly stable, and exclusion rates are comfortably below national averages.
- Participation in the International Day of Peace and the integration of the 'peace pole' within the peace garden are outward signs of the impact on pupils' spiritual, moral, and ethical development. Analysis of pupil voice data shows that most pupils have a secure understanding of the school's peace status. Cardinal Newman Catholic School was the first Catholic school in the UK to receive the International Cross of Nails (ICON) Award.
- Pupils are confident and inspired by the faith experiences they receive and are committed to discerning their vocations of service linked to the school mission in the presence of St John Henry Newman. For example, a Year 13 student explained how their pilgrimage to Lourdes has enabled them to develop relationships and provided an opportunity to demonstrate her faith in action, which has been instrumental in her choice of future career.
- The annual celebration of Mass demonstrates the school's link with the parish in each of its feeder parishes, for which pupils take the lead in planning. Pupils' engagement in chaplaincy is demonstrated through their attendance at youth clubs, which are led by the person in charge of Catholic Life (PICCL).
- Pupils are proud of their school and regularly use inspirational sayings of their patron saint, such as 'knowledge through the light of faith' and 'hearts speaks to heart' in their day to day discussions, indicating their understanding of his influence on their lives.

CL2 The quality of provision for the Catholic Life of the school

- Staff commitment to the Catholic Life of the school is excellent. This is because of their ongoing continuing professional development (CPD), such as Sister Judith Russi's training on 'mission, vision, aim-further in action'. As a result of training on leadership provided by the head, chaplaincy team and the Religious Education subject leader, staff share a common understanding of how the mission and vision of St John Henry Newman resonate within their lives and as members of the larger community.

- The introduction of 'sacred time' to supplement existing arrangements for prayer is a strong indication of the centrality of meaningful prayer to the life of the school community. This was recognised by pupils who told inspectors, 'In sacred time, we do not deal in meaningless words. This is a time to talk to God with seriousness.'
- The school's Catholic Life is tangible in its physical environment through concrete signs. Every opportunity is made to celebrate and recognise the greatness of its patron. Sacred places exist in every classroom. The consistency of classroom displays is impressive. So too is the strategic location of garden areas in the centre of the school utilised to pay testament to St John Henry Newman.
- Staff behaviour is exemplary; they lead by example in how they speak to each other and pupils. As a result, they are effective role models to pupils. Their participation and support of restorative justice in the school are further examples of how they put Christian values such as 'love thy neighbour' into practice.
- Several external agencies have recognised the school for providing activities and initiatives that contribute to its Catholic Life, such as Beacon School for Holocaust Education and the award by the Lord Mayor's peace committee for Peace and Reconciliation. Furthermore, accreditation as a Beacon Peace School and the ICON Award clearly illustrate the fruit of the school's work to ensure Catholic social teaching permeates the school's curriculum.
- The continuity of chaplaincy provision throughout the pandemic in the form of the 'spectrum' programme is testimony to its strength. Sadly, the school experienced a tragic loss of two pupils within one year, and the chaplaincy team led a bereavement programme which, working with the pastoral staff, developed an active response for bereaved boys in the form of planting trees, which is further evidence of its impact on the Catholic life of the school.
- In its outreach work, pastoral care of pupils is explicit both within the school community and beyond. All pupils can start the day free from hunger due to the free breakfast provision, and a welfare email is available to allow parents to discretely ask for other types of support if needed. Two on-site counsellors are employed and are integrated within the pastoral system and proved essential following the recent pupil bereavements. Effective leadership and compassion were evident as this care continued throughout the pandemic. Feedback from parents and pupils judged the school's pastoral care as exemplary.
- The pastoral care of staff is also a priority. Through the multi academy company, staff have access to a range of support services, which were also maintained through the pandemic. Individual needs are catered for, and fiscal resources and directed time have been designated to the well-being calendar. One staff member told an inspector how supportive the school had been during a period of ill health and explained they had been flexible in catering for their individual needs.
- Relationships, Sex and Health Education (RSHE) is delivered with sensitivity through Religious Education lessons using the 'Live Life to the Full' programme. Personal Social and Health Education (PSHE) is provided through the pastoral programme. Efforts are made to ensure that pupils understand loving relationships within a Christian context and are confident in their stage of physical growth. As a result of this, there are very low incidents of peer-on-peer abuse, and the work of the anti-bullying ambassadors means that all pupils are confident in the procedures in place in school.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- Leadership across the school is committed to Catholic Life, which is given priority in all meetings. Planning for school improvement relating to Catholic Life is fiscally well supported.
- Monitoring & evaluation is rigorous at all levels and is continually ongoing. Monitoring activities are quality assured and involve all stakeholders; for example, all events are evaluated using 'even better if' questions, and so too are CPD opportunities. There are termly link governor meetings with the PICCL and subject leader for Religious Education, which discuss the outcomes of such activities.
- Self-evaluation is thorough and accurate. They test actions and progress concerning key issues. Leaders set high standards and rigorous areas for development in each key area.
- All staff are fully inducted into Catholic Life on joining the school, and there is regular top-up training provided for all staff. Staff evaluate all training and events, ensuring their needs are acted upon. In feedback following the introduction of sacred time, some staff identified the need for more training, which is provided. Staff are aware of their own training needs, especially when it comes to ensuring that the school's Catholic mission permeates the teaching in their subject area. They are willing to request input, safe knowing that their needs will be addressed. Staff are proactive in ensuring they have a secure understanding of Catholic teachings which can be accurately communicated to pupils within subject-specific contexts.
- Parental engagement was a development issue identified by the Archdiocese of Birmingham during a previous monitoring visit, and significant progress has been made in this area. The school has developed a built-in system of evaluation for all events using parental surveys and has initiated the use of social media, which is well followed by parents. The impact of this is that now parents feel 'communication between home and school is a strength; we receive a weekly newspaper which outlines all charitable events, parents are well informed'. Another parent noted 'We are kept abreast of events through the school website and Twitter....I feel that if I had something to say, I would be listened to by staff.' When asked about parental empowerment, another parent told inspectors, 'I think the school does a great job empowering parents and encouraging us to contribute to Catholic Life.'

RELIGIOUS EDUCATION

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

RE1 How well pupils achieve and enjoy their learning in Religious Education

- The school has an excellent trend of improving pupils' progress in Religious Education, particularly in Key Stage 4. Progress made in the Sixth Form has also been improving in recent years, and teachers continue to implement strategies that they are confident will sustain this enhanced progress in years to come.
- Assessment data grids aid rigorous monitoring of the progress made by significant groups of pupils. This enables teachers to identify and close any gaps that appear. Consequently, gaps between disadvantaged pupils, those with special educational needs or disability (SEND), and whole-cohort figures have been closing.
- Emphasis on religious literacy in lessons enables pupils to display their knowledge and reflect on questions theologically and ethically as a routine element of their learning. During the inspection, reflection was observed individually and in pairs; for example, in a lesson focussing on the teachings of St Augustine; pupils reflected on the concept of 'ex nihilo', and in an inspiring lesson on abortion, pupils considered the statement 'abortion is murder' considering Catholic teachings and other world views.
- Pupils' engagement in their learning is outstanding. This manifests itself in the seamless transitions in all lessons from teacher exposition and written tasks to more active strategies such as pair and share. Pupil surveys are overwhelmingly positive about learning in Religious Education; for example, pupils find lessons 'interesting, when learning and debating different theories and arguments' and 'learning about different ethical approaches to situations and different theories.' Pupils are astutely aware of the contribution Religious Education makes to their spiritual, moral, and ethical development.
- Behaviour in lessons is consistently outstanding across all key stages; off-task behaviour is rare but effectively dealt with.
- The quality of pupils' written work was consistently high across all ages, with a very high level of task completion. Sixth form folders were exceptionally well organised. Consequently, all learners are enabled to locate notes and key information with ease.

RE2 The quality of teaching, learning and assessment in Religious Education

- As a result of the forensic use of data by individual teachers and the subject leader, staff can identify gaps in pupils' knowledge and plan accordingly. Effective, responsive teaching is used throughout the department. All lessons have a detailed overview linked to the scheme of work that states the lesson's intent and where it fits within pupils' learning journey. Therefore, lessons are consistently well-

sequenced, and pupils are enabled to make progress towards their targets at all times.

- All teachers' subject knowledge is outstanding. Consequently, teachers are confident in their delivery, show a comprehensive understanding of exam requirements, and use specialist religious vocabulary confidently. As a result, pupils are fluent in their use of such language in all aspects of their work, including extended writing.
- Teachers' use of technology is consistently outstanding, enabling them to deliver a wide range of teaching strategies such as age-appropriate video material, pair and share activities and interactive use of exam board marking criteria. As a result, there is a very high level of engagement, and pupils can engage in detailed discussions on religious issues. Visualisers are used in many lessons enabling pupils to see examples of good answers before attempting to write or assess their own. Consequently, pupils reflect on and improve their work regularly.
- The pace of lessons is consistently appropriate across all classes and is a great strength of the department, enabling teachers to maximise lesson time. The transition between activities is seamless, which means that pupils remain engaged throughout their learning.
- The level of questioning is consistently high in all lessons. Rapid response is a feature at the start of all lessons, thus testing pupils and consolidating their prior knowledge. Teachers use questioning to pitch material accurately to individual pupils encouraging inclusivity in classes. Consequently, pupils are confident in answering.
- Teachers' expectations are high in all lessons, and the quality and presentation of written work are consistently high.
- Teachers use verbal feedback throughout lessons to check understanding and consolidate learning. Written feedback and dedicated improvement and reflection tasks elicit 'green pen responses' from pupils to challenge pupils' thinking. Books indicated marking for literacy, with particular attention given to specialist vocabulary, so pupils are further instructed to use and spell keywords correctly.
- Celebration of achievement and effort is apparent in all lessons, and teaching within Religious Education incorporates the school's values well. This encourages pupils to participate in lessons and produce high-quality work.
- Although adaptive teaching was observed during the inspection, it is recognised that this is a work in progress, and further development in this area is required to accommodate the changing demographic of the school.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Religious Education fully meets the requirements of the Bishops' Conference of England and Wales. In Key Stage 3, the school fulfils the demands of the Religious Education Curriculum Directory. At Key Stage 4, all pupils are entered for GCSE Religious Studies following an approved specification.
- Leaders ensure that teachers begin teaching Judaism to pupils in Year 7 to establish a good base of knowledge and understanding of the religion in preparation for their GCSE.
- A-level group sizes are very healthy.
- Religious Education is allocated the required 10% of curriculum time in the main school and 5% in the Sixth Form. The core Religious Course offers two units of study: 'Catholicism: Catholic Social teaching & Global Justice' and 'Catholicism - Builder of Civilisations.' To further strengthen post-16 provision, the subject leader

has joined a Core RE working party with six other subject leaders to develop challenging and engaging schemes of work, resources, and assessment schedules.

- Religious Education is comparable to other core subjects in terms of staffing, timetable, and budget allocation and, like other core departments, is accommodated in a separate build called Canterbury House.
- The subject is monitored as part of the whole school quality assurance calendar. All subject areas are covered, including marking and feedback, assessment, data, homework, behaviour trends, praise and rewards and pupil voice. A data response follows whole school data drops; consequently, the department can identify gaps, monitor subgroups' performance, and adjust their teaching to the needs of individual pupils. Learning walks and lesson observations are calendared, and the department is fully engaged in the performance management process, further contributing to its high standards.
- Although relatively new in post and recently returned from maternity leave, the subject leader is highly effective in all aspects of her work. She collaborates with other departments, ensuring the Religious Education department benefits from shared ideas. She has acted on advice from external partners, subsequently ensuring that Core Religious Education in the Sixth Form is fully compliant and valued by students.
- The subject leader uses data from termly assessments to identify specific groups of pupils for tailored intervention. Including tracker sheets in pupils' books lets them know what the marks mean and how they can improve. She is fully aware of the curriculum's strengths and areas for development and is reviewing the learning journey to explore and make explicit why topics are taught and how schemes are built.
- Leaders and governors ensure that Religious Education is planned to meet the needs of pupils. In the school's post covid 'recovery and joy agenda,' data is used to inform teaching interventions aimed at the specific needs of pupils.
- Pupil voice is used to gauge their views and act upon where appropriate. For example, pupils requested to study other religions and faiths. The department has responded to this and is introducing Islam into the curriculum.

COLLECTIVE WORSHIP

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

CW1 How well pupils respond to and participate in the school's Collective Worship

- Pupils are fully and actively engaged by acts of prayer and liturgy, which are always liturgically relevant. For example, during the inspection at a Year 8 assembly, the

altar was dressed by the pupils to reflect the liturgical season of Lent, whilst the headteacher posed questions for pupils to reflect on and answer. Consequently, full engagement was achieved, and due reverence was displayed throughout, with all pupils participating in the prayers. Although this was only the second assembly Year 7 had attended due to the pandemic and the third time the pupils had sung the school hymn, the quality of communal singing was good and encouraged by enthusiastic members of staff who acted as good role models.

- Two chaplaincy representatives from each tutor group meet with the lay chaplain in preparation for crucial liturgical seasons. They work together to model and lead prayer services for their peers, ensuring high standards. This facilitates pupils' participation in all acts of collective worship and even extends to include parish masses.
- As a result of recent pupil voice activity, tutor time prayers are now led by pupils and encourage 'open prayer', where pupils are invited to nominate their intentions.
- A wide variety of approaches to prayer are evident at Cardinal Newman Catholic School, ranging from traditional approaches to prayer to more contemporary styles. In collaboration with a local rap artist, Shadow CV, the prayer for peace was put to music and then performed with pupils. The impact of this was truly inspirational; it framed the prayer within the local context of knife crime and gang culture, making the power of prayer visible and relatable to all the pupils. This work is truly outstanding.
- Voluntary acts of worship are being resurrected as we emerge from the pandemic. The school utilises chapel clubs to provide pupils with a quiet time for reflection; these clubs are thriving. Clubs are led and run by pupils working with the lay chaplain and enable pupils to demonstrate the centrality of prayer within their own lives. Another session, experienced by inspectors, was based on Lectio Divina and was made relevant to the pupils based on a famous Irish prayer greeting and was accompanied by traditional hymns being interpreted through Irish music to commemorate St Patrick's Day.
- Pupils show due reverence at all times when using the chapel.
- Pupils' understanding of the liturgical year is developed using different colours throughout the year and by linking these to appropriate prayer themes. Pupils can articulate the significance of the Paschal Candle and understand significant feasts within the context of their school community. For example, pupils spoke about Pentecost and the fifty-five languages currently spoken within the school.
- Pupils' enthusiastic fundraising for Lenten charities is underpinned by their understanding of this important season.
- Pupils' spiritual and moral development is highly refined because the school provides outstanding prayer. All pupils share the sense of belonging to a community of faith, which means 'we can get closer to God.'
- Chaplaincy ambassadors recognise the significance of 'respect' amongst the school's values. This is especially important for those of different faiths, which the school has recognised as an area for further development.

CW2 The quality of Collective Worship provided by the school

- Prayer is at the heart of the school's daily routines. As a result of this, all pupils have the opportunity to pray three times a day. In tutor groups, prayer boxes are used as a focus to enhance the Collective Worship experience, with pupils able to write their own prayers of petition.
- The relaunch of sacred time was a significant initiative. This was partly in recognition that the school is most pupils' sole point of contact with the Church,

meaning leaders wanted an extended period for pupils to engage with prayer as a weekly feature. Pupils appreciate this provision as it helps them to 'talk to God with seriousness.'

- The PICCL and lay chaplain have carefully incorporated the liturgical calendar into the school's planning for Collective Worship. Masses on Holy Days of Obligation have been preceded by pastoral sessions leading to a deeper understanding and relevance of the feast days.
- Staff understanding of the liturgical year is enhanced by targeted CPD, particularly those opportunities that are offered in preparation for Advent and Lent. Because of well-designed CPD, staff are clear on the school's expectations and how to achieve them; consequently, high-quality provision is offered, which has an overwhelmingly positive impact on pupils.
- Form tutors support pupils to plan and lead tutor group Masses in collaboration with the chaplaincy team. Pupils are also supported by Religious Education staff in preparing voluntary Masses in their class groups. As a result of such opportunities, pupils speak of being inspired to reach out and live their lives in service.
- Every opportunity is made to facilitate the attendance of other adults to acts of worship. The school actively seeks special guests to attend acts of prayer who have a unique link to the theme of the prayers being offered. For example, the mayor of Dresden highlighted the peace agenda to pupils, and a Normandy veteran was invited to attend Remembrance Day services. Consequently, prayer is highly impactful to pupils.
- During the pandemic, the Remembrance service was linked to the 'Recovery and Joy' agenda and was dedicated to the families of the two deceased pupils of the school. Both families attended the service. This enhanced the sense of community and family in the school and helped both families and the school in its grieving.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Relevant leaders have detailed knowledge of Catholic Collective Worship, as evidenced by the comprehensive planning aligned to the liturgical calendar and their delivery of acts of prayer.
- Extensive and effective CPD enables pastoral staff to deliver Collective Worship and participate in it with growing confidence. Governors ensure that CPD for Collective Worship is included within the directed time budget, demonstrating their commitment to striving for outstanding provision.
- Collective Worship is made accessible in a contemporary context through ICT, which is consistently used effectively. Several settings are available and utilised to facilitate prayer with appropriate modern Catholic iconography displayed, including the peace garden, the Pope Francis Hall, the Canon Diamond Theatre, the peace trail, and the chapel making the experience more relevant for the pupils.
- In a Year 7 assembly attended by inspectors, the Lay Chaplain provided music and later led the school hymn. The headteacher invited and achieved pupils' participation in a question-and-answer session to explain key points, and other pupils were invited to read. The assembly referred to the previous Sunday's Gospel on the Transfiguration, and links were made to the three themes of Lent and the school mission. This is typical of school leaders' ability to model good practice in Collective Worship to their community.
- Whole school acts of Collective Worship are reviewed by the headteacher, PICCL and lay chaplain, enabling them to plan effectively for future services, considering their past successes.

- Surveys collect the views of all stakeholders, and the results of these evaluations inform future planning, which has led to a much-improved quality of Collective Worship.
- Governors attend the 'sacred time', visibly raising the profile of prayer amongst the pupil and staff populations.

SCHOOL DETAILS

Unique reference number	147346
Local authority	Coventry
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005)</i>	
Type of school	Secondary
School category	Academy
Age range	11-19
Gender of pupils	Mixed
Number of pupils on roll	1382
Appropriate authority	The governing body
Chair	Theresa Boland
Headteacher	Emma O'Connor
Telephone number	02476 332382
Website address	https://www.cncs.school
Email address	admin@cncs.school
Date of previous inspection	March 2016

INFORMATION ABOUT THIS SCHOOL

- Cardinal Newman Catholic School is a slightly larger than average secondary school located in North Coventry, serving the parishes of Holy Family, St Osburg's, St Augustine's, Christ the King, and St Elizabeth's.
- The percentage of Catholic pupils is currently 71.0%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is average.
- Since the last inspection, the school has become part of the Holy Cross Multi Academy Company and has appointed a new Headteacher. A new subject leader for Religious Education has been appointed, as has a new PICCL. The school's published admission number has increased, which has altered the demographic of the school; of particular note is the increase of pupils with English as an additional language.

INFORMATION ABOUT THIS INSPECTION

- Two Diocesan Inspectors carried out the inspection: Stephen Burns & Geraldine McCauley.
- 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 fifteen Religious Education lessons to evaluate the quality of teaching, learning and assessment.
- The inspectors completed 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 governors, who is also the acting Catholic Life link governor, the Catholic senior executive leader, the headteacher, the Religious Education subject leader, the PICCL, lay chaplain, priest chaplain, and parents.
- The inspectors attended a Year 8 tutor group assembly and a Year 7 whole cohort assembly. The inspectors also undertook learning walks, visited twelve tutor groups and looked at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life and pupils' behaviour.
- The inspectors reviewed a range of documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.