



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Cardinal Allen Catholic High
School, Fleetwood**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	Cardinal Allen Catholic High School, Fleetwood
Address:	Melbourne Avenue, Fleetwood, FY7 8AY.
Telephone Number:	Tel: 01253 872659
Email Address:	head@cardinalallen.co.uk
School URN:	119799
Headteacher:	Mr Andrew Cafferkey
Chair of Governors:	Mr Philip Waters
Lead Inspector:	Mr Philip Grice
Team Inspectors:	Mr Desmond Coyle & Rev M Docherty
Date of Inspection:	8 th & 9 th March 2017

FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

The school is regularly oversubscribed and the number on roll has remained in excess of 800 pupils for several years. Attainment data indicates that on entry to the school pupils are of broadly average ability.

In 2015, Ofsted judged Cardinal Allen to be a good school overall with leadership and management, and behaviour and safety considered to be outstanding.

Changes and Improvements since the last Section 48 Inspection:

- A new Headteacher was appointed with effect from April 2016 and a new Deputy Headteacher with effect from September 2016.
- The school is currently recruiting to replace the Chaplaincy Co-ordinator. In the interim, the Liturgy Group has ensured that key responsibilities are shared across a number of staff.
- The introduction of Student Chaplains has enriched school liturgies and provided role models for their peers.
- Chapel Assemblies have been introduced which provide a more focused and reflective liturgy for half a year group at a time.
- The move to whole school Masses in the Sports Hall has enabled Masses to become a truly whole school celebration and has facilitated the development of music for liturgy.
- The Headteacher chairs the cluster of local Catholic schools; the cluster collaborates on both curriculum and Catholic life issues.
- The Headteacher, Deputy Headteacher and, until recently, the Chaplain, support two of the partner primary schools as Foundation Governors.
- Curriculum time for RE has been increased from 8% to 9.6% and firm plans are in place to meet the Bishops' Conference expectation of 10%.
- The appointment of a Community Coordinator has extended the reach of the school's Chaplaincy provision.

PUPILS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	165	171	162	157	156	811
Catholics on roll	74	83	93	73	66	389
Other Christian denomination	64	63	46	45	44	262
Other faith background	0	2	3	1	4	10
No religious affiliation	26	23	20	39	42	150
No of learners from ethnic groups	2	6	3	0	5	16
Total on SEN Register	19	22	16	18	12	87
Total with Statements of SEN	2	3	0	1	3	9

Exclusions in last academic year	Permanent	3	Fixed term	37 pupils ~ 83.5 days
Index of multiple deprivation	0.20			

PARISHES SERVED BY THE SCHOOL

Name of Parish	No of Pupils
Holy Family, Blackpool	4
Sacred Heart, Thornton	29
Sacred Heart, Blackpool	2
St Bernadette's, Bispham	51
St Bernard's, Knott End	1
St John Southworth, Cleveleys	2
St John Vianney, Blackpool	1
St John's, Poulton-le-Fylde	4
St Mary's, Fleetwood	52
St Mary's, Great Eccleston	2
St Nicholas Owen, Thornton	1
St Teresa's, Cleveleys	79
St Wulstan's and St Edmund's, Fleetwood	85

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	2	2	3	3	2	12
% of teaching time	8	8	12	12	8	9.6

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	3	3	3	5	4	18
% of teaching time	12	12	12	20	16	14.4

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	3	3	3	4	4	17
% of teaching time	12	12	12	16	16	13.6

STAFFING	
Full-time teachers	41
Part-time teachers	12
Total full-time equivalent (FTE)	48.8
Classroom Support assistants	3 HLTAs 9 TAs
Percentage of Catholic teachers FTE	40%
Number of teachers teaching RE	5
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	1(vacant)

ORGANISATION	
Published admission number	165
Number of classes	30 forms
Average class size KS3	27
Average class size KS4	27

EXPENDITURE (£)	Last financial year 2015/16	Current financial year 2016/17	Next financial year 2017/18
Total expenditure on teaching and learning resources	85,000	90,000	TBC
RE Curriculum allowance from above	3,200	4,500	TBC
English Curriculum allowance from above	7,200	8,700	TBC
Total CPD budget	10,000	10,000	TBC
RE allocation for CPD	N/A	N/A	N/A

BRIEF STATEMENT about the INSET devoted to Religious Education and the Catholic life of the school during the past 2 years.		
Headteacher	Diocesan Headteachers' Meeting	Termly
Headteacher	Diocesan Headteachers' Conference	Annually
Curriculum Leader RE	Diocesan Heads of RE Meeting	Termly
Chaplain	Diocesan Chaplains' Meeting	Termly
Whole Staff Inset	Faith In Action ~ Cafod, Youth Service, Food Banks and Vocations	April 2015
Kath Wilson	RE Today British Values Webinar	May 2015
Andrew Cafferkey Kath Wilson	Renewing Our Mission ~ Transformational Leadership in Catholic Secondary Schools	Two days ~ June 2015
Rachel Burbidge, Sharlan Butcher, Rebecca Fuce and Nat Kerray	Teachers new to Catholic Education	September 2015
Stuart Henderson	Catholic Leadership Programme	2015 / 2016
Andrew Cafferkey and Phil Waters	Diocesan Conference Academies: The Way Forward	One day
Sandra Witton and Colette Orwin	Diocesan Human Relationships and Sex Education training	One day
RE Department	Edexcel New GCSE Specification Briefing	February 2016
Anne-Marie Doran	'Do Not Be Afraid: The Call of Leadership'	Two days ~ June 2016
Amanda Hilton, Jo Tong and Ben Tyrie	Teachers new to Catholic Education	September 2016
Andrew Cafferkey	Newly Appointed Headteachers	October 2016
Andrew Cafferkey	Section 48 Inspection Training	October 2016
Chaplain	Has undertaken training on bereavement, spiritual direction, guided prayer,	Various
<i>Whole Staff Inset</i>	<i>'The Face of Jesus'</i>	<i>April 2017*</i>

RE DATA															
	RE					English					Maths				
	KS4				KS3	KS4				KS3	KS4				KS3
	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog
2016	98	71	72	41	29	98	62	53	11	28	98	70	70	26	49
2015	96	80	80	55	30	97	76	79	34	30	98	74	80	34	53
2014	93	73	75	51	29	100	66	67	23	22	100	73	73	31	68

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

Pupils are proud to belong to Cardinal Allen Catholic High School; they are greatly appreciative of all that the school provides and how it supports and nurtures them. They feel encouraged and inspired to live by the school motto and be *'all that you can be'*. A member of the local clergy commented that in Cardinal Allen, *'pupils experience Christianity as it should be lived; it is a very special place'*.

Pupils are completely at ease during times of prayer and liturgy; attendance at voluntary services is impressive. Pupil leadership is good, with 'Student Chaplains' leading worship and activities within the school and in local parishes and primary schools. Staff are generally confident in leading prayer and liturgy, but recognise the need to develop the quality still further and to encourage greater participation from students.

Leaders and governors are deeply committed to the Church's mission in education; they are unequivocal in prioritising the Catholic life of the school. As a result, staff and pupils' understanding of the school's mission is outstanding. The ethos of the school is rooted firmly in the teaching of the Catholic Church. The fruits of this ethos are manifest in the pupils and staff in the school; through the very strong relationships and in the profound sense of belonging and of pride that exists. The behaviour and attitudes of pupils observed throughout the inspection were exemplary. Governors, staff and pupils all commented upon the great personal witness of the headteacher whose warmth and humanity embodies the values of the school.

The commitment of staff and pupils to the Common Good is exceptionally strong; the school's work on stewardship and sustainability led to Cardinal Allen being named as one of the first 12 schools in the country to become an 'Eco Ambassador School'. In addition, the school has initiated a large and impressive range of projects to promote justice and peace and to support those most in need. Students are able to demonstrate that they understand the religious beliefs that underpin their service to others.

Pupils enjoyment and achievement in RE is outstanding. Attainment and progress in RE have been generally very strong. Pupils are keen to learn and take a real interest in their studies, they are comfortable in sharing their thoughts, opinions and beliefs with others. The leadership of the RE department is outstanding. The Head of Department is creative and resourceful, inspiring pupils and staff alike. Overall, the quality of teaching is good with outstanding teaching evident within the department.

Cardinal Allen is an outstanding Catholic school; the capacity to improve still further is also outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To develop further the school needs to:

Improve the quality of prayer and liturgy by:

- providing further whole-school training on high quality prayer and liturgy
- developing the active engagement and involvement of all pupils in reflection, prayer and liturgy
- improving the monitoring and evaluation systems for form group and year group prayer and liturgy
- appointing a full time lay chaplain to lead and support each of the above initiatives.

Continue to develop provision in line with the revised *Religious Education Curriculum Directory* and the Diocese of Lancaster's *Curriculum Framework* by:

- reviewing the current KS3 curriculum ensuring that key topics are covered in sufficient depth
- implementing plans to ensure that the curriculum allocation for Religious Education is 10% of the overall curriculum time.

Improve the quality of teaching, learning and assessment in Religious Education by:

- developing the subject knowledge of all staff in order to prepare pupils for the more demanding GCSE courses
- developing strategies to stretch and challenge more able pupils
- ensuring that pupils make full and swift responses to the comments that teachers' make on their work.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

2

Pupils are proud to identify with all aspects of the Catholic life of the school and are comfortable and confident in their place in this community of faith. Students are encouraged to develop their considerable gifts and talents and to be of service to others; the way in which they do this, is at times, inspirational. Examples of how pupils are encouraged to serve others include: outreach work with other schools and parishes as well as across the deanery; the awards achieved by the school for stewardship, in global education (British Council's Full International School Status), for Fairtrade (FairAchiever School) and many community and charitable projects. Students understand that their actions, and that of the school, grow from Jesus' commandment to *'love your neighbour'* and from the Catholic social teaching that arises from this. Parents are overwhelmingly positive in their appraisal of the Catholic life of the school.

The leadership of this Catholic community is outstanding. The mission statement places Christ at the centre of school life. This is demonstrated physically in how the school Chapel is, in all ways, at the heart of the school. Governors and leaders are deeply committed to the school and fully appreciate the importance of the school's role as an integral part of the spiritual, pastoral and community life of the local parishes, the diocese and the universal Church. Leaders are strong witnesses to the faith and actively support the work of the Church within the diocese. Deanery links are exceptionally strong with the school delivering the Deanery Advent Service, hosting an annual Eastertide Mass and a Deanery Vocations Mass. Links with parishes and local Catholic primary schools are equally good. Staff unanimously speak highly of the Catholic life of the school and of the quality of pastoral care. Teachers look for opportunities to use their subject to demonstrate and articulate Gospel values. As one pupil said: *'teachers are passionate; the school's values and ethos are brought into every lesson'*. A number of staff work specifically in providing support to more vulnerable pupils and students themselves act as anti-bullying mentors and coordinate charitable work and fundraising. Staff who are new to Catholic schools are supported both through formal and informal programmes. Many staff have benefitted from the Catholic Certificate in Religious Studies (CCRS) course and teachers with appropriate responsibilities are offered Catholic leadership courses to develop distinctive leadership in a faith school.

The quality of provision for the Catholic life of the school is good. Prayer and reflection are key elements of staff meetings and training. One training day per year is allocated to spirituality and the Catholic life of the school. Teachers feel well supported in the provision of appropriate resources for the delivery of collective worship including the provision of a 'Prayer Box' for each form. Prayer themes and resources are prepared for all staff for use within assemblies and within form groups. Full school masses are celebrated in the sports hall and help foster the sense that this is a community of faith. Attendance at voluntary masses is always high. The regular programme of chapel assemblies together with a structured programme of themes allows students to reflect on what their faith means to them. A weekly prayer resource is provided for tutors which includes scripture, points of reflection and discussion, as well as a prayer linking to the themes explored in the week's assemblies. The monitoring and evaluation of form tutor time does not focus sufficiently on the quality of prayer and liturgy which means that the experience of pupils is not of a consistently high quality.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

2

Since the previous inspection, progress and attainment in RE have generally been outstanding with students consistently outperforming similar pupils nationally. After a slight dip in GCSE performance in 2016, predictions for GCSE results in 2017 indicate that for most students, achievement in RE is on track to return to previously high levels. The percentage of pupils predicted to achieve A*/A grades is not as high as in previous years. RE is consistently one of the strongest performing subjects in the school.

Pupils demonstrate a deep pride in all they do in lessons and the quality of their written work is often of a very high standard. Students respond well to challenging tasks set by their teachers, they are eager to learn and take great interest in their studies. Pupils openly state that RE is one of their favourite lessons as it stimulates their interest and the teachers are always willing to share their knowledge and explain deeper concepts whenever they are unsure.

The leadership of the RE department is outstanding. The subject leader skillfully assesses priorities and implements appropriate plans. The process of monitoring, self-evaluation and planning is thorough and considered. There is a strong common sense of purpose within the department with many rich examples where key departmental policies and approaches are consistently applied by all. This consistency, particularly in lesson structures and assessment and feedback, is a real strength of the department. The timetable allocation for RE is 9.6% and whilst this falls just short of the 10% requirement of the Bishops' of England & Wales, clear plans are in place to address the shortfall.

The quality of provision for RE is good. The curriculum is built around the recommendations of the Bishops' Conference and meets expectations set by the Diocese of Lancaster. The Key Stage 3 curriculum is particularly broad in its scope; a consequence of this is that areas of study don't always have the depth to allow students to flourish in their learning.

Observed lessons, the school's own records of teaching and an analysis of pupils' work indicate that the overall quality of teaching is good with some that is outstanding. Teachers' planning is often excellent, they use ICT effectively together with high quality resources that hold the pupils' interest and systematically show the lesson as part of a bigger picture. Pupils' books and folders show that progress in RE is sustained; embedded good practice in assessment allows the pupils to know what they have done well and what could be even better. However, pupils do not always make full and swift responses to the comments and advice of their teachers.

In those lessons where teaching is particularly effective, teachers use their strong subject knowledge, coupled with highly developed teaching skills, to ensure that engagement levels are high throughout the lesson. In one such lesson on Lourdes, the personal experiences and faith commitment of the teacher served to both inform and inspire pupils. A number of Year 11 revision lessons for the RE GCSE were exemplary in their structure, approach and level of challenge. In most observed lessons, it was clear that the high standards set by the subject leader are upheld by staff; strong routines and structures help pupils to make excellent progress. Pupils' extremely positive attitudes and behaviour demonstrate that they greatly value the Religious Education that is provided by the school.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	2	1
Religious Education	1	1	2	2