



Cardinal Hume Catholic School

Old Durham Road, Wrekenton, Gateshead, NE9 6RZ

School Unique Reference Number: **137852**

Inspection dates:	01 – 02 May 2014
Lead inspector:	Barry Parkin
Team inspector:	Dan Murray

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Cardinal Hume Catholic School is an outstanding Catholic school because:

- The overall effectiveness of the school is outstanding. All members of the community benefit from belonging to this Catholic school which has a clear mission which is lived out each day. Pupils enjoy their experience in an atmosphere of mutual respect and their lives are enriched through prayer. Pupils feel well supported and value the religious education offered to them from committed staff who they have faith in. Senior staff and governors evaluate the Catholic Life of the school and set meaningful priorities for improvement.
- The Catholic Life of the school is outstanding. Pupils benefit from belonging to a family run community. There is a real sense of mission in the school and a determination to provide the best education possible. Expectations are high and procedures are in place which assist the school in reaching its goals. The Catholic Life of the school is promoted at all levels and appropriate support is in place to ensure that standards are always high. Monitoring of the Catholic Life of the school is embedded both at senior staff level and by governors who act as critical friends to the school leadership.

- Collective Worship is outstanding. Pupils respond positively to Collective Worship and feel they benefit from it. A range of different experiences exist throughout the year and resources produced for such experiences are of a high quality. Staff show a strong and often personal witness to pupils, and they go out of their way to relate worship to everyday life experiences. Large liturgical celebrations allow pupils to use their talents. Appropriate training and support for staff, along with careful and regular monitoring help to ensure that Collective Worship remains central to the life and core purpose of the school.
- The quality of Religious Education overall is good but outstanding in some areas. Pupils enjoy Religious Education and both achieve and attain to a good standard. The quality of teaching and assessment overall is outstanding. Pupil progress is very well tracked over time and high quality resources are used to support learning. Teachers have high expectations of pupils and behaviour in classes is exemplary. Leadership of Religious Education is outstanding and planning and procedure documents help to ensure high standards. Regular monitoring and evaluation in the department, in the school and by the governors helps to ensure ongoing progress and development.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Cardinal Hume Catholic School is an above average sized mixed school whose pupils come from a wide range of social and economic backgrounds. 54% of the pupils are Catholic.
- The school opened in September 2007 and converted to become an academy in February 2012.
- The majority of pupils come from a white British background with below average numbers from ethnic groups and a minority of pupils with English as an additional language.
- The proportion of pupils known to be eligible for pupil premium is above the national average.
- The proportion of pupils with special educational needs supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special education needs is below average.
- Attainment on entry into the school is broadly average.
- The headteacher is a national leader for education and is the executive headteacher of another school in the Diocese of Hexham and Newcastle.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the Catholic Life of school by:
 - developing the programme of retreats so that more regular opportunities are given to all pupils;
- Improve Collective Worship by:
 - increasing the opportunities for regular voluntary sacramental and non-sacramental worship
- Improve Religious Education by:
 - closing the current gap between the GCSE results in English and Religious Education in order to secure outstanding progress for pupils in Religious Education;
 - reviewing the roles and responsibilities in the department between curricular Religious Education and Catholic Life.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The school motto, ‘Fide, labore, caritate’, provides both the vision and purpose for each day and enables it to be lived as a day ‘full of promise and opportunity’ (school prayer)
- Governors, staff, and pupils articulate with enthusiasm the benefits of belonging to a school which they unanimously hold in the highest regard. Pupils value the excellent education on offer and they are resolute in their conviction that Cardinal Hume School offers them opportunities which exceed those in other schools.
- A culture of mutual respect pervades all aspects of school life and pupils appreciate the support offered to them by sixth form mentors.
- A positive, happy and confident attitude is recognisable in the school. Pupils are courteous, conscientious and considerate, and behaviour is impeccable.
- Pupils are very much involved in what they describe as a ‘family community’ and this was very evident where the pupils led a discussion about how best to improve environmental awareness. Pupils enjoy opportunities they have to be involved in fund raising for both national and local charities such as CAFOD and the St Vincent de Paul Society.
- Pupils enjoy and benefit from their involvement in various activities including retreats for year eight and the sixth form as well as opportunities to be involved in diocesan activities and national activities such the ‘Source’ and the ‘Flame Conference’. This programme has yet to be offered to other years in the school.
- Pupils recognise their school as a welcoming community and one which caters well for all. They feel privileged to have staff who both respect and support them on an everyday basis and who they have ease of access to.
- Pupils value the pastoral support given to them through a structured pastoral programme which enriches their life’s experience beyond that of academic lessons and helps to prepare them well for the wider world. They enjoy the chance to discuss topical issues in an atmosphere of mutual trust and support.
- The school community is passionate about its origins and the local community it serves whilst also adopting an inclusive, welcoming approach to those of other faiths and cultures. The 2014 cross-curricular project ‘From Wreka to Rio’ is an example of the school’s commitment.

The quality of provision for the Catholic Life of the school is outstanding.

- The headteacher and head of school are very clear about the huge responsibility they hold in providing an educational experience in line with the mission statement of the school and they are relentless in their determination to ensure the successful delivery of this mission.
- The personal witness to gospel values is part of day to day life and this is seen in the high expectations they have for all pupils but also in the care and compassion shown to vulnerable pupils.
- The school's mission statement is recognised and understood by both staff and pupils. Religious symbols are present throughout the building both in classrooms and in public places. In addition, the patron saint of each house helps to provide an enriching role model for pupils.
- A well-organised house system ensures that pupils feel supported in smaller school communities and this ensures targeted support. The ready access to a host of staff is appreciated by pupils. This culture of mutual support and care is valued by all members of staff who acclaim it as a hallmark of this outstanding school.
- All staff of the school have high expectations of behaviour and as a result behaviour is exemplary. Not surprisingly the accepted and expected atmosphere of mutual respect ensures that there is an ideal climate for successful learning.
- The innovative approach to Personal Social and Health Education and Relationships and Sex Education reflect the school's commitment to the highest quality of education and serves to celebrate and affirm Catholic teachings and principles.
- Well-designed policies and procedures set the tone of high expectations for all staff. Induction and ongoing training stresses the importance of Catholic Life and this was notably celebrated in a service of prayer and blessing for the recently produced 'Directory of Excellence'. The inclusion of an ethos target in relation to 'Performance Management' ensures that the school's Catholic identity and mission remain a focus for all staff.
- The provision of resources relating to the Catholic identity of the school are excellent; these include a chaplain and a school ethos coordinator who together aim to ensure that staff are well supported and confident in ensuring that the school identity as a Catholic school goes from strength to strength.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Central to the school, is the ideal of a learning community working under the rule of Christ. This core precept, is clearly known and understood by all members of the school. Senior staff acknowledge and accept the vital role they have in promoting the Catholic Life of the school. They are clear witnesses to the faith in a very personal way throughout the year and especially during key liturgical points when they demonstrate this witness by offering all pupils personal invitations to celebrate the liturgy.
- The Catholicity of this school is the very essence of its existence providing the inspiration and focus of all aspects of school life. The headteacher and his team are tireless in their pursuit of the highest quality Catholic Education, indeed this generosity and commitment is seen in the headteacher's role in the support of other schools within the diocese and beyond. This witness is shared with and by all members of staff, who are committed to its continuation and development.

- The Catholic Life of the school is evaluated both at senior staff and governor level and new priorities set within the school development plan which clearly acknowledges the importance of the school's Catholic identity.
- Governors are truly critical friends of the school, they know it exceptionally well. They are able to explain the key strengths of the school and they are knowledgeable about the priorities for the future. They passionately demonstrated their determination to support the headteacher in the maintenance of the school's Catholic identity.
- They are highly ambitious for its continued success and resolute in their determination to ensure that the Catholic mission of the school remains as its core purpose.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- Pupil responses to Collective Worship are very positive; indeed they demonstrate a deep and heartfelt reverence during acts of Collective Worship. They are able to articulate with clarity the ways in which they are supported and encouraged to take part in daily acts of Collective Worship both at the beginning and end of the day. Pupil leadership of prayer and reflection is now embedded and the provision of high quality resources helps to ensure variety and enjoyment in relation to prayer.
- Pupils demonstrate profound respect for others at all times, most especially during prayer and they value opportunities to create their own prayers when they feel the need to do so. They respond well in terms of engagement during school assemblies and they like in particular the efforts made by staff to choose themes which directly relate to world issues such as conflict in Syria, the tragedy in Corpus Christi College, or relating to times of disaster such as the recent ferry boat disaster in Korea, or those that relate to the celebration of the successes of the pupils in the school.
- A chaplaincy group helps to organise readings for services as well being willing volunteers who present role plays which help to bring alive the Christian message during such times as Lent.
- Pupils also enjoy the variety of experiences they are offered in larger gatherings for house Masses, or key stage Masses where dance, drama and music are used to enrich the experience as well as helping to provide opportunities for reflection.
- A wide variety of resources to create an atmosphere conducive to prayer is used to great effect; indeed the Chapel is a credible witness to the Catholic Faith and lies at the heart of the school both in stone and in spirit.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of this school community. Prayer for both staff and pupils is an integral part of life at Cardinal Hume School. The provision for and appointment of a Director of Ethos alongside a full-time lay chaplain is tangible evidence of the outstanding provision.
- The liturgical year is creatively used as a clear framework in the planning and delivery of the high quality Collective Worship from which every member of the school community benefits.
- The planned liturgical opportunities are well-received. However, there are limited opportunities for community voluntary worship either before or during the school day.
- School leaders work tirelessly to empower and enable all members of the school community

to develop their skills in planning and delivering high quality worship. The Church's Liturgical heritage is respected and acknowledged in providing a wide variety of opportunities for prayer and worship.

- Key religious festivals and key stage celebrations such as leavers' Masses are suitably celebrated in an enriching way using the talents of pupils as readers, dancers, actors and musicians.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders and managers are highly skilled in planning and delivering quality experiences based upon a thorough and coherent knowledge and understanding of the Church's liturgical year and prayer traditions. The inclusion of guided meditation, 'Godly Plays' and other forms of spiritual exercises in Religious Education lessons, is a bold and innovative step that provides an opportunity for worship within the context of a lesson.
- Staff, at all levels, embrace and promote spiritual formation and any training is well-received. School leaders are proactive in the promotion of Collective Worship. The high profile, supportive and inspirational work of the Director of Ethos and lay chaplain is admirable and with the support of their colleagues enables a deep appreciation of the Catholic tradition within the school community. The involvement and commitment of the clergy is a testament to the centrality of this school in the local Catholic community.
- High quality development planning enables an effective review of Collective Worship. Pupil reviews of Collective Worship are highly positive and well used in guiding future planning. It was heartening to hear that pupils described many of their experiences as 'moving'. The monitoring of Collective Worship is well documented in relation to the impact and enjoyment of prayer on a daily basis as well as the evaluating of pupil experiences relating to Masses, other services and retreats. Whole school monitoring is rigorous at every level and this ensures that the headteacher and senior staff are able to set focussed priorities that enable the school to continue to excel.
- The clear involvement of all stakeholders in the evaluation of Collective Worship ensures the school has a holistic and thorough approach to maintaining and developing this vital aspect of school life.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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

- Pupils of all ages demonstrate and articulate their enjoyment of Religious Education and they appreciate the varying styles used to help them learn, including group and paired work, and the use of Venn diagrams and cause and effect maps, for example. They engage very well in class and have a wide range of learning opportunities offered to them. They present themselves as studious and motivated in all lessons. They have great confidence in their teachers who know them well and who steer them to make effective and sometimes rapid progress.
- Pupils are religiously literate and enjoy the numerous opportunities to share their views in a climate of trust and understanding.
- Progress in lessons observed was good in the majority of lessons and outstanding in some. Evidence presented from work scrutiny is indicative of good and sometimes outstanding progress.
- Progress over time in key stage four is generally good given pupil starting points. It is on track to be outstanding in 2014 supported by robust and reliable internal data. Whereas progress for year thirteen pupils is broadly in line with national averages but below in year twelve. It is set to improve markedly in 2014 now that stability in staffing has been ensured.
- A large increase in the numbers opting to study Philosophy and Ethics in key stage five is encouraging.
- Attainment in key stage four over time has shown a trend of good but with a dip in 2013. However, robust internal data predicts a substantial and expected improvement in 2014.

The quality of teaching and assessment in Religious Education is outstanding.

- The teaching of Religious Education at Cardinal Hume Catholic School is effective in enthusing pupils and ensures that they make at least good progress. The teaching is invariably good and a proportion is outstanding, most notably in the sixth form.
- Teachers clearly have high expectations of all pupils and demonstrate a fervour for, and devotion to, Religious Education. Their expertise, experience and evident camaraderie assist in the delivery of well-planned and effective lessons which enable pupils to be actively involved in their learning. As a result, pupils across the ability range make at least good progress.

- Teachers communicate effectively, especially in relation to the sharing of lesson objectives and success criteria linked to levels and grades, and in the best lessons the pace of learning is both rapid and sustained. The evident rapport with pupils further reflects the school's climate of mutual respect.
- Independent learning, challenging group work and high quality questioning contributes effectively to progress. Teachers demonstrate their skills in the use of higher order questions that challenged pupils and brought about meaningful and developed responses.
- The 'Cardinal Hume Life and Learning Tool Kit' is clearly having a positive impact on learning and assessment as well as reinforcing key skills and learning attributes. 'pupil review sheets' and 'companions' serve as examples of new initiatives that will over time have a positive impact upon pupil progress.
- Books are very thoroughly and regularly marked using strict departmental criteria and the quality of written feedback and pupil response to this feedback is a strength of the department.
- Teachers use praise exceptionally well and the celebration of achievement is central to school life.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The leadership of the Religious Education department is inspiring and the head of department has a clear vision of the direction needed in order to secure outstanding outcomes and he is ably supported by the second in department.
- Schemes of work are detailed and clearly laid out in order to ensure a clear direction for all teachers in the department. Regularly reviewed, shared resources are helping to ensure on-going improvement in terms of teaching styles and pupil outcomes.
- This high-profile department has a considerable impact upon the spiritual and moral development of the pupils and is highly respected in the school community.
- The Religious Education department plays a pivotal role in the spiritual, moral and cultural education of the pupils. The head of department's role as director of ethos is key in this area, helping to guide staff in the appropriate choice of an 'Ethos' target as part of their performance management review.
- The governors, link governor, headteacher, head of school and deputy provide excellent support and direction to the Religious Education department. Rigorous self-evaluation processes employed provide a clear and detailed picture of past performance and areas for improvement.
- The Religious Education curriculum across all key stages is well- designed to match the range of pupil needs. The GCSE units are well-chosen and appropriate to the school community. A highly commended and well-designed general Religious Education programme is well received by sixth form students who appreciate its topicality and relevance.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

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

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

1

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

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COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

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

1

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education

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SCHOOL DETAILS

School name	Cardinal Hume Catholic School
Unique reference number	137852
Local authority	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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