

**INSPECTION REPORT**

**ST CECILIA'S ROMAN CATHOLIC HIGH SCHOOL  
LONGRIDGE, PRESTON PR3 2XA**

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Inspection date 21<sup>st</sup> and 22<sup>nd</sup> February 2012

Reporting Inspectors Mr P. Eavers, Sr J Russi, Mrs H Kelly

Inspection carried out in accordance with Section 48 of the Education Act 2005

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Type of School Catholic Secondary

URN 119800

Age range of pupils 11 - 16 years

Number on roll 462

Appropriate authority The Governing Body

Chair of Governors Mr Alex Livesey

Headteacher Mr S Tattersall

Religious Education Co-ordinator Mrs M Beatham

Date of previous inspection January 2006

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<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b>  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	<b>2</b>	
Spirituality	Statement	
The quality of the Word of God community	2	
The quality of the Welcome community	2	
The quality of Welfare	2	
The quality of Worship	3	
The quality of Witness	2	
The following pages provide reasons to support these judgements		

## **CHARACTERISTICS OF THE SCHOOL**

St Cecilia's Roman Catholic High School is a voluntary aided 11-16 comprehensive school serving four parishes in a large rural area of East Lancashire including some of the most socially deprived wards of North Preston. 88% of pupils and 56% of staff are Catholic.

While 41% of pupils come from the least deprived (Category A) wards, 33% of the school's 462 pupils live in wards rated D and E (most deprived) on the Defra multiple deprivation index. The school is oversubscribed with 237 applications this year for 93 actual places. The school has 5 designated 'feeder' schools and this year took pupils from 23 primary schools. Approximately 7.2% of pupils are eligible for FSM. 94.5% of pupils class themselves as white British.

Attainment on entry is above the national average with KS2 points averaging 29.1 (national average 27.9). 18.7% of pupils are on the SEN register (10.6% School Action, 6.1% School Action Plus, 2.0% statements).

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

### **St Cecilia's Roman Catholic High School is a good Catholic school**

St Cecilia's Roman Catholic High School is a good Catholic school with outstanding and excellent features together with a number of areas for further development. It offers students a nurturing Catholic education in a warm, friendly and welcoming environment. The Governors, Headteacher and staff are committed to developing the school into an outstanding Catholic learning community. The enthusiastic and committed governing body are supporting the school to improve still further in their capacity as positive critical friends. Excellent relationships are evident throughout the school. Pupils enjoy coming to school and feel safe, well cared for and valued for who they are. Pupil behaviour across the school is outstanding.

### **Improvement since the last inspection**

The previous inspection highlighted four areas for development. In response, to these, the school is continuing to develop the role of chaplaincy and although there is no designated prayer room, the well-attended staff prayer group meet regularly. Assessment procedures in Religious Education remain a focus for continuing development across the school. The school has still to ensure 10% teaching time is allocated to Religious Education in Key Stage 3.

## **SPIRITUALITY IN ST. CECILIA'S RC HIGH SCHOOL**

The beliefs and values articulated in the school's mission statement are clearly the driving force and context for the whole community, which strives for

*"the achievement of the highest academic standards according to the gifts each person has received from Almighty God, whose truth, life and love are intrinsic to the entire curriculum and life of the school.... through God's guidance, the fullness of truth and life."*

St Cecilia's seeks to ensure that Christ is at the centre of their growing and learning. This Christ centred spirituality is evidenced through a high level of inclusivity, respect, acceptance of diversity, forgiveness and a love for one another which is not afraid to challenge in order to bring out the God given gifts in each person, identifying everyone as a unique gift made in the image and likeness of their God.

The quality of relationships is exceptional bearing witness to the centrality of the love of Christ which the community strives to share at all times. Unity and a purposeful calm permeate the school community. Students feel that this is their school and are proud to be part of it.

## **THE QUALITY OF THE WORD OF GOD COMMUNITY is Good**

The following areas were agreed to be:

**Excellent:** Relationships were found to be excellent in all classes observed. Pupils clearly enjoyed their learning and demonstrated a high level of empathy and respect for one another. SMSC education was found to be excellent in History. Pupils were challenged to think at a very high level and place their learning within the context of Christian beliefs and values. The teaching challenged pupils to draw on their prior learning across the entire curriculum and justify their answers within the context of a Catholic education.

**Good:** Teaching and learning was found to be mainly good. Pupils demonstrated a high level of prior knowledge and were confident in answering questions. The development of theological language and key words was good in all lessons observed. There was evidence of higher order questioning skills and pupils in KS4 were clearly being challenged to think deeply about the big questions in life. Teaching was often creative and well structured. Targets are in place and pupils have begun the process of using these to guide their progress. SMSC education was found to be very good in Geography and good in Art, Music and PE.

### **Agreed areas for development**

#### **Short term:**

- Allocate 10% RE teaching time to all classes in KS3 for September 2012.
- Ensure the RE budget reflects the centrality and importance of Word within the curriculum by ensuring equality of financial resourcing with other core subjects for September 2012.
- Revisit the KS3 RE curriculum to ensure all pupils are significantly challenged in order to meet the high level of prior knowledge on entry in Year 7.
- Review the marking policy in order to facilitate more rigorous diagnostic marking in line with differentiated targets for all pupils.
- Increase independent learning skills for all pupils through the development of links with the home, research skills and exposure to outside sources.

#### **Medium term:**

- Review target setting to enable all pupils to have a clearer idea of next steps.
- Provide inset for all RE staff on the use of higher order thinking skills and the creative curriculum.
- Develop cross curricular links, through cross curricular planning with other appropriate departments.
- Review the quality of the teaching environment, displays and celebration of pupil's work to ensure full accessibility of displays, celebration of excellence and that each room is both contemporary and stimulating.

#### **Long term:**

- Drive standards upwards through the improved curriculum provision so that RE is seen to lead the whole curriculum both in achievement and impact.
- Provide inset for non specialist staff to ensure a higher level of competency.
- Ensure a greater level of continuity through the eradication of split classes.
- Continue to develop the sharing of information from the primary feeder schools to ensure the Y7 curriculum meets the needs of all pupils.
- Further develop the teaching and learning of all pupils through the review and renewal of the KS3 curriculum by using the expertise and resources of other departments.
- Provide a wider range of teaching and learning resources and strategies at all Key Stages.

## **THE QUALITY OF THE WELCOME COMMUNITY is Good**

The following areas were agreed to be:

**Excellent:** The school has an exceptional atmosphere and culture of welcome. It is a happy place where pupils want to be and extremely good relationships permeate all aspects of daily life.

**Outstanding:** Staff work hard to ensure that all are made to feel welcomed with love and respectful care. Members of the school community, including governors, demonstrate a very high level of belonging and commitment to the school. Pupils, particularly those who may be most disadvantaged, are made to feel highly valued members of a Catholic family and the importance of the dignity of the individual is evident throughout the school. One pupil in particular referred very movingly to the school's 'forgiving' ethos.

**Satisfactory:** There are clear systems and procedures in place for access to the school which are known and understood. The school is working hard to improve these to ensure they are more appropriate.

### **Agreed areas for development**

#### **Short term:**

- Continue to develop structures and procedures to ensure appropriate access for all visitors to the school.

#### **Medium term:**

- Further develop ways to celebrate pupil achievements such as a pupil Achievement Wall and Achievement Evening.

#### **Long term:**

- Monitor access systems and procedures to ensure they continually safeguard pupils.

## **THE QUALITY OF THE WELFARE COMMUNITY is Good**

The following areas were agreed to be:

**Excellent:** Each member of the school community is treated with dignity and respect. Pupils value the time and commitment given to them. The work undertaken in the Learning Support Department is a shining example of this, ensuring that all pupils in their care are given excellent support, care and guidance in overcoming any barriers to their learning.

**Outstanding:** All pupils feel safe and free to express their opinions and know that these will be valued. This was observed in lessons and particularly well in the Music lesson seen.

**Good :** The systems in place reflect the school's Mission Statement which places the importance of respect, reverence and honour for the individual as a child of God in the school community. Pupils are involved in a number of school and community activities which reflect their commitment and sense of responsibility to help the less fortunate for example CAFOD and Faith in Action. School provides opportunities for pupils to participate in retreats which allow them to reflect on their faith and all aspects of their life. The prefects play an important role within the school community supporting pupils across the year groups. The mentoring work carried out by staff reflects their commitment to achievement for all. There are well established links with Primary schools and post 16 providers. Parents feel that the school provides a nurturing safe happy supporting environment where all are valued. They commented on the way staff inculcate a climate of self belief for pupils.

## Agreed areas for development

### Short term:

- Easter 2012 -complete the security of the school buildings

### Medium term:

- Explore the cost of ensuring that the whole school campus is safe and secure
- Work with governors parents and local businesses to secure the finances to ensure the above
- Re-establish the Parent/Friend Teacher Association. Parents expressed a wish to build “a social community for parents”
- Expand the opportunities for pupils to participate in some form of retreat.
- Review pastoral policies and DDA documentation

### Long term:

- Complete the work on ensuring that the school is safe and secure eg. by the instillation of cameras and fencing.

## THE QUALITY OF THE WORSHIP COMMUNITY is Satisfactory

The following areas were agreed to be:

**Outstanding:** The support given to Liturgy by the outstanding choir and music group.

**Good:** The Staff Payer Group is well led and provides very valuable opportunities for staff to pray and worship.

**Satisfactory:** Daily acts of worship take place in all tutor groups. A prayer book is available for daily use. Worship was found to be mainly teacher led with some limited leadership or input from pupils. There are a range of liturgical celebrations throughout the year. Mass is celebrated regularly in school attended by appointed representatives from each year group. Liturgy prefects assist with the setting up for Mass and administration. The school hopes to develop an area for a prayer room and chaplaincy.

## Agreed areas for development

### Short term:

- Provide inset for all staff on leading prayer and worship across the school.
- Further develop the roles of the liturgy prefects so that they are leading and engaging other pupils actively in worship and prayer.
- Review the development of prayer across the school so that it is pupil centred, developmental, age related and contemporary.
- Review the provision for Chaplaincy.
- Review the budget and resources for worship across the school.

### Medium term:

- Draw up and implement new structures for Chaplaincy across the school engaging, pupils, staff, families and parishes.
- Provide training for pupils in leading worship and prayer.

### Long term:

- Explore ways in which pupils are encouraged to take part in, lead and develop links with local parishes.
- Continue to develop the Chaplaincy area and provision so that it is seen to be at the heart of the life of the school.

## **THE QUALITY OF THE WITNESS COMMUNITY is Good**

The following areas were agreed to be:

**Outstanding:** An explicit Catholic culture permeates the whole of the school. Pupils are confident in witnessing to the beliefs and values of a Christian community and are “proud to be Catholic”. Those pupils involved in the CAFOD and Faith in Action groups are actively encouraged and supported in becoming proactive citizens who participate in decision-making processes at school, local and national levels. This extends to their involvement beyond school in activities such as Lancashire Youth Group and FLAME. The support for vulnerable pupils, including those with learning challenges and those transferring into the school, embodies Gospel values.

**Good:** Staff and pupils clearly witness to compassion, reconciliation, love and forgiveness in their relationships and teaching. Governors feel strongly that the school’s Catholic ethos is “embedded in the children”.

**Satisfactory:** Although Gospel values are evidenced in policies and procedures, this could be more explicit to ensure these policies and procedures have a clearer link to the school’s Mission Statement and a greater impact on learning and the life of the school.

### **Agreed areas for development**

#### **Short term:**

- Review policies and procedures, including communications with parents, to ensure a clear link with the school’s Mission Statement and the embodiment of Gospel values.

#### **Medium term:**

- Develop more opportunities for ensuring all members of the SLT have a clearly defined and visible role in witnessing to their own faith through assemblies, acts of worship, etc.
- Through the implementation of new structures, ensure that Chaplaincy is well-resourced, relevant and wholly inclusive.
- Further develop the role of pupils, especially the more able, as Faith Leaders within the school.

#### **Long term:**

- Monitor the implementation of policies and procedures to ensure their continued positive impact on learning and the Catholic life of the school

The inspectors are confident that many of the areas for development identified in this report will be addressed quickly and therefore intend to re-visit the school to provide an update, highlighting the progress that they are confident the school will have made.