



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST JOSEPH'S COLLEGE

London Road, Stoke-on-Trent, Staffordshire, ST4 5NT

Inspection dates:

6<sup>th</sup>-7<sup>th</sup> February 2019

Lead Inspector:

Mr John Farrell

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#### OVERALL EFFECTIVENESS:

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- Pupils experience a rich and diverse Catholic Life. The school is a Christ-centred community where pupils flourish as modern ambassadors for the gospel values of love and service. The school has evaluated with honesty its strengths and weaknesses and this approach will support further improvement.
- Religious Education is of the very highest standard. Pupils attain results at least in line and often exceeding national and diocesan expectations and make very good progress. When slower than anticipated progress is identified, action plans are put into place, which have rapid impact on outcomes for pupils.
- Pupils' response to and participation in the school's Collective Worship is outstanding. They are interested and, above all, inspired to participate because it is relevant to their lives. Collective Worship is valued by pupils and staff. Staff, leaders and governors work tirelessly to ensure that the school's provision enables the whole community to authentically encounter Christ.

#### FULL REPORT

##### What does the school need to do to improve further?

- That the progress and attainment of high ability learners in GSCE Religious Education returns to previous performance.
- Provide a consistent format of feedback to pupils in Religious Education.
- Ensure that General Religious Education in the Sixth Form is delivered in accordance with diocesan recommendations.

**THE CATHOLIC LIFE OF THE SCHOOL**

The quality of the Catholic Life of the school.	<b>OUTSTANDING</b>
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

**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.**

- The mission at St Joseph's is fully understood by all stakeholders. It is a genuine reflection of the Catholic Church's vision for its schools. In striving to fulfil this mission, the school continues the best traditions of the Christian Brothers, who are the trustees of the school, and its founder Blessed Edmund Rice. A Christian Brother, who is also a governor, commented that St Joseph's is "now a more authentic Christian Brothers School than when the Christian Brothers were leading and managing it."
- Pupils constantly evaluate the Catholic Life of the school. As a result, in all key stages they have a highly sophisticated understanding of their place in developing the ethos of their community.
- The views of pupils are respected in forming the school improvement plan for Catholic Life, Collective Worship and the evaluation of this by the chaplaincy team, senior leaders and governors. As a result, pupils can spontaneously and respectfully give examples of how they live this mission.
- There is a relentless desire by staff to improve the excellent provision in the school. Staff are never complacent as they meet the needs of pupils by stretching and challenging them.
- Pupils eloquently explain how Christian teaching on forgiveness, based on the Parable of the Prodigal Son, is transparent in the excellent modelling of behaviour by staff. This has resulted in an excellent environment for learning where all are allowed to explore their relationship with God and others.
- Pupils are impeccably behaved. They show real consideration for others as they move around the school site. They have an excellent understanding in what it is to be created in the likeness of God.
- Participation by pupils in the Catholic Life of the school is an expectation shown in their willingness to promote the school to the wider local, national and global community. Pupils willingly support many charities including CAFOD, Fr Hudson's and the work of the Christian Brothers in Sierra Leone and India. Pupils take great pride in their house fund-raising activities and think of creative ways to raise money.
- The student chaplaincy team is led by Year 12. Pupil responsibility for the life of the school is incredibly well developed with all year groups being represented.
- Masses on Feast days and Holy days are well received and the liturgy is embraced by pupils and staff alike. A very large number of pupils contribute to any one Mass through preparing the liturgy e.g. prayers of intercession, acting as altar servers, reading and playing in the liturgical music group.
- The effect of chaplaincy, visits and retreats on pupils is remarkable. The spirit and effect of high impact events like retreats is carefully harnessed after pupils return to

school. For example, inspectors witnessed at first hand the judiciously crafted programme of the Sixth Form 'Encounter' retreat, which enabled students to reflect, lead and make an outstanding contribution to their spiritual development and mental health.

- Every young person is known by the staff and their academic, social and spiritual needs are at the centre of what they do each day. Pupils are confident that their needs are met and value that they have a voice to express their opinions. This pastoral care also extends to staff through their 'well-being' weeks during the year.
- Pupils' spiritual, moral and ethical development is at the heart of school improvement planning. It promotes an authentic modern Catholicity amongst pupils, which is very aware of the diversity of present-day Britain. For example, on speaking to pupils in all key stages, it was evident that the Relationships and Sex Education programme provided by the school was relevant, loving and within the context of a real understanding of Catholic teaching.
- Pupils are made aware of vocation in very many ways and are required to think about what purpose God may be calling them to. For example, in the summer term, Year 9 pupils have a vocations day involving a range of visiting speakers from the clergy, religious and laity. Pupils spoke to inspectors about the lasting impact this has had on them. They also have practical opportunities to live out their calling through leadership and service including fifty hours service, which has to be of benefit to themselves and to the wider community.
- Every year, there are at least twenty-five Sixth Form students and some past pupils who volunteer to lead the Edmund Rice camps, working with under privileged primary age pupils in Stoke. The impact of the 'Immersion' programme, where Sixth form students and staff go out to Sierra Leone and India to volunteer in the schools and community projects run by the Christian Brothers, cannot be underestimated.
- Parish links are a high priority at St Joseph's. The school works well with pupils to support the local parishes clergy in an area of the diocese which is particularly short of priests.
- Pupils are very proud of their school and its culture. For example, pupils who partake in the diocesan pilgrimage to Lourdes extend the ethos of the school to local elderly and sick pilgrims.
- The effective mission statement of the school can be seen unequivocally and explicitly in the eight essentials poster, displayed in every classroom and office and in the pledge and pledge tree on the wall of the school assembly hall.
- Every academic year has a different emphasis on mission. This year, the staff are promoting the idea amongst pupils to, 'Have courage; the good seed will grow'. Staff are superb models of this gospel message, which is 'caught' by pupils as they live out their Christian values in the way they treat others.
- Senior leaders and staff lead by example, demonstrating commitment to the Catholic Life provision. They participate in key fundraising events, attend retreats and lead the 'Immersion' experience.
- Staff training provides for an annual day developing Catholic Life needs in the school improvement plan. In 2017-18 this took place at St Joseph's College where schools from across the network of Christian Brothers' schools attended. As a result of this commitment to training, staff are religiously literate and regularly pray together (modelling the spiritual life for pupils who imitate these formal and informal ways of Christian living).
- The induction process for new staff begins in July with a day to introduce new teachers to the systems, processes and ethos of the school. The induction day includes sessions on the ethos of St Joseph's College, the history of its development and the charism of Edmund Rice.

- The school community is outward looking and motivated by Rice's hope that we, "Give to the poor in armfuls." In response to this, pupils raised £22,000 for others in need last year. Beyond financial help, the pupils' real achievement is the donation of their time to good causes, therefore responding to the call of Pope Francis to give preference to the poor. Many pupils were able to explain to the inspectors the sentiments of both Edmund Rice and Pope Francis about service to others.
- Staff are very generous in providing pupils with many opportunities to develop and sustain their spiritual life. During the inspection, Year 8 pupils were on retreat at Castlerigg Manor. Pupils attend a number of retreat centres (diocesan and non-diocesan) for example, Alton Castle (Year 7), Castlerigg Manor (Year 8), The Conway Centre (Year 9), Soli House (Year 10) and St Cassian's (Year 11). The Year 9 retreat at the Conway Centre focuses on self-esteem, self-worth and belonging. The Sixth Form use a conference centre in Derby for the 'Encounter' experience. This event also develops student leadership, as Year 13 plan the programme for Year 12.
- The impact of this extensive retreat programme ensures that pupils express their own views and beliefs with confidence, and they reflect on the Church's teaching and its influences.
- St Joseph's is a prayerful community. Pupils are both creative and reverent in their approach to prayer life. During an assembly for key stage 3, pupils shared some of the prayers that they had written and others were able to offer spontaneous prayers that focused on the theme of worship.
- The school's physical environment is proudly Catholic and pupils have contributed to this expression of the faith.
- The chapel in the Brothers' House is prayerful, fit for purpose and is the spiritual heart of the school.
- Catholic social teaching is evident in the way pupils can discuss concepts with knowledge and balance.
- Care for the most vulnerable pupils is given the highest priority and is highly effective. This was commented on by a number of parent governors who spoke of the school's relentless endeavour to meet the needs of all in the community.

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

- Governors are passionate about the Catholic mission of the school. They are forward looking in making sure that the charism of the Christian Brothers permeates the whole community in a relevant and inspiring way.
- By their regular contact, governors have an extensive knowledge of the school, which they use constructively. They use their background and skills impressively to support and challenge senior staff and are committed to improving pupils' school and adult life.
- The headteacher is a visible, effective and calm champion of Catholic Life. She has personally shaped the school, taking it to a new level by cleverly developing its heritage as a Christian Brothers Foundation.
- The person in charge of the Catholic Life of the school (PICCLS) is enthusiastic in implementing the schools' vision of Catholic Life and Collective Worship. She constantly seeks opportunities to promote its success and is a powerful and organised force for spiritual development.
- The lay chaplain is hardworking, imaginative, humble and has built an excellent rapport with all those she works with. She is held in the highest regard by pupils

who gave inspectors many examples of how her work had impacted their religious and personal development.

- The new priest chaplain is currently being inducted into his role.
- The school's self-evaluation of Catholic Life is honest and thorough. It includes surveys on pupil, parent and staff perceptions, which give information for further evaluation and planning. Decisions about ways forward are based on these evaluations. For example, monitoring identified that pupils wanted greater understanding about how their beliefs should be manifested in their behaviour and relationships. This prompted the introduction of the 'Virtues' lessons in key stage 3, delivered by the lay chaplain.
- The monitoring of Catholic Life is precisely planned and is successful in engaging all stakeholders.
- The Strategic Chaplaincy Group (a sub-committee of the governors) meet termly to share the evidence contained in EECLS (Evidence and Evaluation of Catholic Life) books and to monitor and evaluate the Catholic Life of the school. The provision for Catholic Life is amply displayed in these books, which serve as a constant, growing reminder of how Catholic Life in the school is enriched.
- Governors demonstrate a huge commitment to the Catholic Life of the school. They accurately understand the spiritual needs of the school, both now and in the future. Prompted by the headteacher, they have thoroughly reviewed and invested in the career development of the school's influential lay chaplain.
- The Religious Education department meet fortnightly for chaplaincy meetings, when Catholic Life is discussed, planned and subsequently evaluated. Impressively, pupils speak confidently about their involvement in this process. All forms are asked about the opportunities they have to take part in Catholic Life. They enjoy contributing to devising prayer and lay ministries.
- Parents are surveyed about their perception of the support the school gives, the quality of education it provides and whether their children feel that they are part of the Catholic Life and ethos of the school. The results are overwhelmingly positive.
- St Joseph's fully implements the decisions of the Diocesan Bishop relating to Catholic Life. The school actively promotes his vision for the diocese by embedding Gospel Values at the heart of everything it does.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>OUTSTANDING</b>
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

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Religious Education at St Joseph's is outstanding because teachers have the highest expectations of pupils' achievement.

- Pupils' attainment and progress at GCSE is consistently above national and diocesan averages. Although the progress of more able pupils dipped slightly in 2018, it was still in line with national and diocesan averages.
- There are targeted plans in place to ensure the progress of all groups of pupils is improved. For example, GCSE pupils now have their own copy of the text book and start the course half way through Year 9. Links have also been established with other schools delivering the same GCSE specification.
- The Religious Education department is to be commended for its analysis of the 2018 results. The recent scrutiny of pupils' written work in books is exhaustive in exploring and describing the impact of improvement strategies.
- Current data for the current Year 11 indicates that all abilities in the cohort, including the more able, are on course to meet or surpass their individual minimum expected grade. In lessons observed by the inspectors, pupil progress was rapid.
- Although the difference between boys and girls' attainment at GSCE had increased in 2018, this whole school issue was less evident in Religious Education than other subjects. The slight dip in boys' progress is being addressed. There are no significant differences in attainment or progress of other groups of learners.
- The school has addressed the issue, identified at the last diocesan monitoring visit, of increasing the percentage of higher attainers at A level. The department is committed to even further improvement.
- Pupils look forward to Religious Education lessons and are thoroughly engaged. Opportunities are taken by teachers, which are valued by pupils, to see the relevance of the Word of God. This approach is carefully planned by teachers. As a result of this, behaviour in lessons and for learning is outstanding.
- Pupils, when observed and directly questioned, really enjoy learning about the faith and its impact on their own lifestyle and behaviour. In one Year 9 lesson, learning partners were effectively used to produce a very high standard of oral discussion and feedback on learning.
- A strong focus on formative and summative assessment in lessons informs teachers' excellent planning. Teachers impart their strong subject knowledge, which they use to stimulate pupils' thinking, so that they are very interested in the subject matter presented and therefore make rapid and sustained progress.
- In a Year 10 lesson, the teacher's planning was cleverly linked to a recent assessment. The modelling of answers by the teacher was very effective in developing pupils' ability to answer examining style questions.
- A range of teaching strategies were observed during the inspection. A Year 7 'virtues' lesson used scripture, the media and examples from pupils' own lives to stimulate a wide-ranging discussion of what it is to be 'learned and wise' as a young Christian in the twenty first century.
- Teaching strategies include independent and collaborative tasks that ensure pupils concentrate well and remain motivated. There is effective use of timed tasks that maintain pupils' sense of purpose. In a Year 13 'A' Level lesson, because of the skilfully planned learning sequence, pace and use of resources, students remained focussed with a desire to learn more.
- In all lessons observed, teachers' skilful questioning was used to maximum effect and responses from pupils were valued. This results in excellent rapport and enjoyment of lessons. Pupils and teachers listen to each other and respect each other's findings and opinions.
- The standards of extended writing are excellent and consistent in all lessons observed and work scrutinised.



- Evaluation of progress in lessons is ongoing and means that all pupils are continually focusing on making improvements. Peer assessment is used regularly, and pupils' interactions are positive.
- High quality feedback ensures pupils maintain best levels of engagement. Teachers' use of assessments and formative marking is outstanding. There are many good examples of diagnostic, evaluative and summative comments, which are responded to by pupils.
- Consequently, celebration of achievement and efforts are central to assessment, so securing high levels of motivation and progress from pupils. Parents, too, are confident in the knowledge of how well their children are doing and how they can help sustain progress.
- The quality and use of resources, both commercial and teacher generated, are excellent. However, the department would benefit from a further increase in capitation to help with the cost of buying textbooks for every pupil at GCSE and to bring it more closely aligned with other core subjects.
- The whole school is changing the culture of regular assessment from marking to feedback. The Religious Education department is at the heart of this. Feedback is effective in all lessons but there is a need for consistency in the amount of written feedback in the interests of the work/life balance for staff. A move towards a consistent approach to 'live' class based verbal feedback will enable teachers of Religious Education to maximise the time available to adapt their planning.
- General Religious Education days are provided for Year 13, where students complete an evaluation of the day. This feedback has been useful in developing the school's curriculum for 2019-20 where General Religious Education lessons have been planned. This will ensure that the school is meeting the recommendations of the diocese.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- They ensure that the curriculum content meets the requirements of the Bishops' Curriculum Directory. Curriculum time receives the required 10% for all year groups, 7-11 and 5% in years 12-13.
- Religious Education has parity with other core subjects, with generous staffing and resources. However, consideration should be given to increasing financial capitation to match other core departments.
- All additional requirements and policies of the Archdiocese regarding Religious Education are in place.
- The school has addressed the recommendation from the last diocesan monitoring visit to improve the provision for pupils to learn about other world faiths. Key stage 3 now includes units on Hinduism and Islam and, most recently, topics on Catholic responses to other faiths and interfaith relations. At key stage 4, the changes to GCSE specification required the study of Judaism as a second religion while at key stage 5 the 'World Faiths Day' has been reinstated with visits to local places of worship led by members of those faiths – at times supplemented by sessions led by students who belong to those faiths. This provision is evaluated regularly by all stakeholders.
- The Religious Education department, leaders and governors ensure that the Self-Evaluation Form is explicit in content and robust in its challenge, with targets for improvement that are consistently monitored.

- The very high calibre of departmental leadership is the result of the vocation, professional expertise and vision both from the current and previous head of department.
- The head of Religious Education is passionate about his subject and the centrality of it in developing pupils' spirituality, lifestyle and behaviour. He is keen to develop an inspired vision for teaching and learning that combines excellent pupil outcomes with cognitive conflict.
- This has led to an innovative department of highly successful practitioners who are challenged to develop through appraisal and the sharing of best practice. This is seen by the quality debate about feedback currently being discussed and the need for it to impact further on pupil progress.
- Governors and leaders are exemplary in ensuring Religious Education remains at the core of the curriculum in supporting the school's Catholic Life and that it meets the needs of pupils.

## COLLECTIVE WORSHIP

The quality of Collective Worship.	<b>Outstanding</b>
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

### How well pupils respond to and participate in the school's Collective Worship The quality of Collective Worship provided by the School

- Pupil participation in Collective Worship is enthusiastic and reverent. Worship observed during the inspection was varied, faithfully Catholic and relevant to the lives of young people and their needs.
- The school uses all that is good from the range of traditional and contemporary forms of worship to show their love of God. In discussion with pupils, they could give many examples of how strongly this aspect of school life made a difference to their lives.
- Pupil ownership and ability to lead Collective Worship is a special feature of the school. Pupils are creative and resourceful when planning liturgy. The approach of the lay chaplain encourages this independence. For example, in a lunchtime service, where pupils were thanking God for their recent 'Encounter' retreat, it was led by a student who delivered a thought-provoking liturgy that allowed all pupils to pray and spontaneously contribute to worship.
- Worship fits in with the liturgical year and pupils have an excellent understanding of this. Pupil relish school worship on special days, especially St Joseph's feast day. This was evident in discussion with pupils who were well prepared for the significance of liturgy and their part in it. They love the traditions of their school such as the school hymn, which was sung to inspectors by pupils in all year groups.
- Music at the school enriches Collective Worship. There are committed and creative music staff who encourage pupils to work for the greater glory of God.
- The head of music has composed a St Joseph's Mass setting, in conjunction with the previous school chaplain. This has been enthusiastically embraced by pupils as is seen in the school's own social media music channel. The school is particularly



successful in creating a culture where both genders and all ages feel they can openly praise God in music and singing.

- The quality and frequency of prayer in Collective Worship is fit for purpose and pupils are successfully encouraged to focus on why they pray.
- During the inspection, a key stage 3 assembly was led by the entire form group. All pupils spoke in an assembly on vocation, which they wrote, including the choice of scripture and opportunities for personal and communal worship. Excellent well-established routines were conducive to a prayerful and alert atmosphere.
- The key stage 5 students described to inspectors how non-Catholic pupils, admitted to the Sixth Form, had an induction about the religious nature of the school, Collective Worship and the charism of Edmund Rice. Young people in this key stage talked about how voluntary prayer was encouraged and good for those who were not Catholic, as they felt that they could express themselves whatever their religious background or spirituality.
- Collective Worship is well planned and a real priority for all. The governors are steadfast in their intention to maintain and develop St Joseph's as a prayerful, worshipping community.
- Collective Worship is celebrated with pupils' families and friends, particularly when celebrating Mass on feast days and events such as the annual Carol Service. The school regularly participates with Archdiocesan youth events and celebrations.
- The lay chaplain attends the termly meetings to share resources with lay chaplains across the diocese. There is also an opportunity for training on these days with key note speakers. The lay chaplain has completed the diocesan 'Release' certificate in chaplaincy and is currently completing the Collective Worship course. The work of the lay chaplain has had a huge impact on the level of participation and quality of Collective Worship. One pupil explained how the chaplain provides, 'Space for us to grow in our faith, this is what we need. We really enjoy contributing to worship and liturgy'.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- One of the hallmarks of this school is that leadership of Collective Worship takes place at all levels, placing the highest priority on regular evaluation and monitoring. Areas for development are readily identified and followed up by supportive intervention.
- The governors' strategic chaplaincy committee analyses the challenges to Collective Worship, such as the shortage of priests for Reconciliation, and logistically overcomes them. For example, the PTFA funded the purchase of chairs to enable whole school Mass on feast days. As a result, the prayerful atmosphere of whole school celebrations has been improved.
- There is a bi-weekly chaplaincy team meeting. The meeting observed during the inspection reviewed the feedback on recent retreats and identified and suggested solutions to the limiting factors preventing some pupils from going on retreat. A detailed discussion of Lenten Reconciliation revealed that local priests appreciated the way staff had prepared pupils for their examination of conscience.
- Themes and resources demonstrate thorough understanding of both the principles and practice of Collective Worship and its application to the liturgical year.
- The whole focus of resourcing ensures that content is entirely relevant to all aspects of contemporary life, hence paramount inclusivity of other world faiths, religions and world views.

- Staff provide examples of best practice, which ensure the community ownership of Collective Worship. This, in turn, has an impact on pupils' faith journeys.
- The PICCLS holds a pastoral leaders' day, which provides training for pastoral and middle leaders. In recent times, this has included an explicit Catholic aspect that has helped middle leaders to share the school's vision with the staff they manage.
- Over time, the school community has maintained its priority of actively encouraging and supporting pupil participation and leadership. Regular training and formation for staff and pupils includes innovative strategies. As a result, prayer and worship are celebrated in wide and varied contexts. This has resulted in genuine enthusiasm because everyone is confident, they have something to offer, a skill to share.
- The views of pupils are paramount and obtained in so many formal and informal ways. This is why pupils are confident that Collective Worship is enjoyed and owned by them.
- St Joseph's is a contemporary, Catholic faith community, which more than meets the diocesan requirements of the Bishop regarding Collective Worship.

## SCHOOL DETAILS

Unique reference number	136460
Local authority	Stoke-on-Trent
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Secondary – selective under the trusteeship of the Congregation of the Christian Brothers
School category	Academy
Age range	11-19
Gender of pupils	Mixed
Number of pupils on roll	1167
Appropriate authority	The governing body
Chair	Andrew Franks
Headteacher	Melissa Roberts
Telephone number	01782 848008
Website address	<a href="http://www.stjosephstrentvale.com">http://www.stjosephstrentvale.com</a>
Email address	<a href="mailto:sjcollege@stjosephsmail.com">sjcollege@stjosephsmail.com</a>
Date of previous inspection	2nd April 2014

## INFORMATION ABOUT THIS SCHOOL

- The school is situated in the Trent Vale area of Stoke-on-Trent and is situated in the parish of St Teresa of the Child Jesus, Trent Vale.
- The College draws pupils from a very large area, up to twenty-five miles away.
- Whilst the majority of the pupils come from relatively advantaged areas, some come from areas that are socially and economically disadvantaged.
- The school currently has 66% Catholic pupils.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is slightly above the national average.
- The percentage of pupils with English as an additional language is in line with the national average.
- Attainment of pupils on entry in Year 7 is above the national average.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – John Farrell and Ben McCardle.
- 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 eleven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the Chair of the Board of Directors, a director, the principal and vice principal, the Religious Education subject leader and PICCLS, lay chaplain and priest chaplain.
- The inspectors attended four voluntary acts of Collective Worship, and a chaplaincy team meeting.
- Meetings were held with a group of governors, the headteacher, the Religious Education head of department, the person in charge of the Catholic Life of the School (PICCLS) and the lay chaplain. A telephone conversation took place with the former priest chaplain.
- 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 and Catholic Life action plans, teachers' planning and learning journals.
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