



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CARDINAL HEENAN CATHOLIC HIGH SCHOOL

LIVERPOOL

Inspection Date	Wednesday 30 November 2016
Inspectors	Deacon Paul Mannings and Mrs Elizabeth Dolan
Unique Reference Number	104714

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic voluntary-aided, mixed comprehensive
Age range of pupils	11-18
Number on roll	1,360
Chair of Governors	Mr. Andrew Tremarco
Headteacher	Ms. Karen Smyth
School address	Honeysgreen Lane Liverpool L12 9HZ
Telephone number	0151 235 1430
E-mail address	admin@cardinal-heenan.org.uk
Date of last inspection	Thursday 21 November 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Cardinal Heenan Catholic High School is a voluntary-aided, 11-18.
- The school is under the trusteeship of the Archdiocese of Liverpool and situated within the Liverpool Authority.
- The Headteacher was appointed in January 2014 after a period as acting head.
- The acting head of Religious Education has been in post since October 2016.
- There are 1.360 pupils on roll of whom 85% are baptised Catholics, with 5.4% from other Christian denominations and 9.2% from other world faith or religious traditions.
- Pupils drawn from associated Catholic primary schools in the pastoral area account for approximately 55% of the role, with a significant number from the wider areas of the city.
- The school has 95 teaching staff, 63.1% of whom are Catholic.
- The Religious Education department has seven members. Of these, six are full-time with the Head teaching a number of classes. All are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Cardinal Heenan provides outstanding Catholic Education.

Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- The pupils interviewed demonstrated practical understanding of the impact of the Mission Statement in enabling them to, “Respect, Believe and Achieve.” They regard the content as a guide that leads them to, “the good things,” namely the mutual support of the community.
- Pupils appreciate being consulted during mission review processes and furthermore feel that their views count.
- They demonstrate the effectiveness of mission in practice particularly through their support of many charities locally, nationally and globally. This includes outreach to all ages in areas of Education, Health and the Developing World. Here again pupils are invited to select their own causes and organise campaigns.
- Pupils feel empowered by their inclusion in the chaplaincy team. This consists of wide ranging representation, which according to them is the perfect way to live their faith in the everyday.
- Pupils have a high regard for their school and its staff. They are particularly proud of their campus. They speak about friendly teachers who are committed to the excellence of those in their care. Pupils have a sense of belonging and of safety.
- The recently established Faith in Action Award enables pupils to link their efforts with more awareness to existing home, school and parish initiatives. The award has also caused their realisation of the number strands of Catholic Life to which they already contribute.
- Consequently pupils regard school as a place where all that happens is for the sake of the common good. This is how they define the living of Catholic Life.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- Outstanding elements include the continued rigorous and marked rate of improvement over time in teaching and learning and the process for marking and assessment. Both elements are substantively raising attainment and achievement.
- In Key Stage 3, 79.45% of pupils are now working at or above target.
- In Key Stage 4 GCSE performance for A*-C has risen from 44.4% in 2013 to 63.5% in 2016. In the same timeframe rates of progress for A*-A have risen from 7% to 16.1%.
- In Key Stage 5 up to 2016 attainment has continued to reach Levels 2 – 3 so ensuring a progression rate from GCSE.
- There is early identification of any under achievement through timely intervention.
- In marking and assessment the department is commended for its implementation of the recommendations of the previous inspection. There is a well thought-out and clearly formulated policy based on secure academic research. The rationale, principles and strategies for assessment for learning are well defined.

- Formative assessment and summative marking are key to the policy, with clear distinctions between the two.
- The focus on formative assessment emphasises the essential elements of diagnostic feedback and marking for learning.
- Scrutiny of pupils' books demonstrates implementation of the policy. There is now an established dialogue process between teacher and pupil across all key stages.
- Pupils have regained their impetus to succeed. This is evident through rates of motivation and high standards of behaviour in class.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They take a full and active role in both leadership and participation in form and year groups, as well as in liturgical celebrations.
- Collective Worship is an occasion whereby pupils can use their own musical skills, participate in drama and lead prayer. None of this is about "show", rather the use of talents in enriching prayer life. This was well demonstrated to the highest standard during inspection.
- Pupils appreciate that Collective Worship is a time of belonging, for personal space and reflection whether or not they are in any sense religious. They value such provision because it provides the right amount of time to get the day into perspective and to prioritise what they hope to achieve. In their words, "It makes them think and it captures their minds."
- Pupils respond well to the challenges posed by Collective Worship. These provide meaning for their own lives and a great source of encouragement in support of their efforts for those in need, both in practice and through fundraising projects.
- They appreciate the training available. They value the responsibility of taking part in review processes.
- Pupils are included in the development of weekly themes so enriching their awareness of the Liturgical Year.
- For pupils Collective Worship is a means of engaging prayer with the routine administration that takes place at the same gatherings. They are well aware of the distinctions and appreciate that prayer can introduce or conclude a secular issue.
- The Mission Statement is often quoted and evaluated during prayer and worship. Here again, pupils comment that it keeps them focussed on the whole meaning of school life.

The quality of teaching and how purposeful learning is in Religious Education

- On the day of inspection the quality of teaching and purposeful learning in Religious Education was outstanding.
- Other elements were at least good.
- Teaching demonstrates a culture of absolute enjoyment and enthusiasm.
- Lessons are well planned and supported by creative resources.
- Effective differentiation is evident for all stages of ability.
- Teachers make effective use of searching questioning and the skills to draw out relevant conclusions.
- There is searching monitoring of progress which enables progression at all stages. Teachers are skilled in effectively changing of activities. They can assess the correct moments to draw pupils together and celebrate what has been achieved.
- Teachers have to hand a range of extension activities to enhance the learning that has taken place.

- All of this results in a learning environment that motivates pupils. Religious Education is highly rated because it gives pupils a sense of purpose in a climate of hard work and meaning.
- Pupils contribute to their learning pathways. They evaluate formative written commentary and negotiate elements of their own progress. They respect that work is quickly and effectively marked. Here too they make their own commentary. There is thorough pursuit of completion of all tasks and any necessary corrections.
- Pupils are well practised in independent and collaborative learning.
- Every part of each lesson counts with structured tasks that engage and stimulate from start to finish. Therefore pupils are empowered to learn, to enjoy the process and to make progress.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils learning is outstanding.
- In Key Stage 3 *People of God – Called to Serve* has been introduced. The school subscribes to the website. Existing programmes have been carefully matched to the content of the framework.
- In Key Stage 4 the reformed GCSE specification has been efficiently introduced into Year 10. The department is equally as effective in securing focus upon the current Year 11 specification.
- There is almost full cohort entry for GCSE with a minority of pupils studying an alternative accredited pathway.
- In Key Stage 5 a number of students attend the neighbouring Catholic secondary school to pursue A Level.
- In Key Stage 5 the highly effective process for the delivery of general Religious Education is subject to Diocesan validation. it is a model of best practice. Year 12 and Year 13 students are taught together on a forum basis once each week. The content is delivered by one lead teacher with supporting teachers working within a rota. Content demonstrates progression. The current areas of study namely Law, Medicine and Engineering have been selected by students because they are popular vocational routes. They study the religious, social, moral and cultural dimensions. The same areas of study are promoted within key stages 3 and 4, to enable wider curriculum breadth.
- In Key Stage 3 pupils receive 8% curriculum time with 12% for years 10 and 11, and 5% for the Key Stage 5 general course.
- The content is inclusive of meticulous coverage of Scripture. Catholic Social Teaching is well exposed.
- There is express coverage of other world faiths and religions.
- Consequently the requirements of the 2012 Curriculum Directory are being met.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Clear and practical coordination is provided by the lay chaplain.
- Weekly themes and resources are available on the school's shared drive. Staff and pupils are encouraged to adapt the resources or to even replace them according to need.
- Pupils and staff gather each day in forms and once weekly as year groups. Planning is thorough. Attendance is consistent.

- Collective Worship is further enriched by daily prayer time in the chapel for pupils and students. Staff gatherings begin with prayer. Lessons either begin or conclude with prayer.
- Provision is made for the worshipping community to experience the wider dimensions of prayer. Mass is celebrated for year groups and services take place at appropriate stages in the Liturgical Year.
- There has been increased provision for retreat experiences which include input from local diocesan groups not least in the Mission Day.
- Years 10 and 11 participate in the Lourdes pilgrimage. For Year 11 there is a post GCSE pilgrimage to Rome. In Years 12 and 13 the Faith in Action Award effectively informs the content.
- Monitoring is efficient and includes some 25 staff. It is undertaken through regular learning walks and by random participation. Areas of good practice are shared. Any weaknesses are identified. Training is regular and practical for pupils and for staff.
- Provision is inclusive of other world faiths and religions. This includes a core focus on how humanity can serve together, and how differences can be celebrated.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic Life of the school and show the same degree of understanding of and commitment to the Mission of the Church.
- Governors provide generous and professional service to this school. Their work has a highly significant impact.
- Governors and senior leadership conduct an annual audit of every aspect of school with Catholic life as the priority. This includes the contribution of every department toward their living of the Mission Statement.
- Governors and leadership empower student to have their say and to make realistic contributions.
- The profile of lay chaplaincy has been raised so ensuring the school's thorough understanding of the role and access to what this ministry offers. Increased open membership of the chaplaincy team has re-invigorated pupils and demonstrated that their inclusion is welcome. Provision of support for pupils and staff continues to increase. There is a positive interaction with homes, parishes and other schools. Efforts are made to include local clergy mindful of the ever increasing demands on their time. The lay chaplain is encouraged to be part of lessons so enabling the Catholic dimension to be explored across the curriculum. The whole role of lay chaplaincy is defined within a comprehensive and realistic development plan.
- Catholic Life is confidently expressed as the living of authentic Gospel values as authentic British Values. This is realised by practical provision for spiritual, moral, social and cultural development in a way that seeks to encourage the community to belong and to contribute.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils. The subject is firmly secured in its core position.

- Line management is incisive. The Headteacher is a former head of Religious Education, whose continued presence in the department contributes enrichment and positive perception.
- Religious Education has been subject to continued improvement over a three year period. Every area identified for improvement in the last inspection has now been rectified. This has had significant impact upon teaching and learning and continues to rapidly raise attainment and achievement.
- The Section 48 Self Evaluation document is now a thoroughly shared expression of progress made and areas for action. As a working document it continues to be shaped into a concise and practical direction for improvement.
- The established members of the department have been complemented by the appointment of three newly qualified teachers. Together they constitute a united professional team. They are keen to share good practice and to learn from each other.
- Enthusiastic and innovative leadership and management provides clear direction and encourages support and contribution.
- Continued professional development is available for all members and includes attendance at diocesan training.
- The department has invested much time and skill in ensuring that each room and teaching base is enhanced by quality display produced by staff and pupils. This has enriched a sense of identity as well as an environment that is conducive to learning.

What the school needs to do to improve further:

- Continue the outstanding rate of development by :
 - further shaping of the departmental aspects of the Section 48 Self-Evaluation Document by providing concise and clear expressions of strengths and areas for development;
 - ensuring that rates of performance at GCSE reach or exceed national averages.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
