



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### **PAINSLY CATHOLIC COLLEGE CHEADLE**

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Inspection dates	16 <sup>th</sup> May 2013
Reporting Inspector	Mrs J M Mellor

Monitoring Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Academy
Age range of pupils	11-18 years
Number on roll	1121
Appropriate authority	The Board of Directors
Chair	Mr J Pennington
School address	Station Road Cheadle Staffordshire ST10 1LH
Telephone number	01538 483944
E-mail address	office@painsley.staffs.sch.uk
Date of previous inspection	December 2007
DFE School number	860/4610
Unique Reference Number	138729

<b>Principal</b>	<b>Mr S G Bell</b>
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DIOCESAN EDUCATION SERVICE





21<sup>st</sup> May 2013

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill B46 3EA

Mr S G Bell  
Painsley Catholic College  
Station Road  
Cheadle  
Staffordshire  
ST10 1LH

Dear Mr Bell,

Section 48 Monitoring inspection: Thursday 16<sup>th</sup> May 2013

Thank you for the warm welcome which you, your staff and students gave to me when I inspected your school on 16th May, and for the comprehensive information you provided both before and during the inspection. I am grateful for the time given by all, including the Chair of the Board of Directors of Painsley Multi Academy Company, and the priest chaplain of your college.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 5 inspection to be an outstanding school and because it is now five years or more since you last received a section 48 inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, the chair of the board of directors, the head of RE, and students, observed one lesson, and looked at a sample of students' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

As a result of extensive self evaluation the overall quality of RE is judged to be outstanding. This is wholly accurate, and the processes which are in place ensure an effective link between monitoring, evaluation and improvement planning. They are detailed, accurate and reliable. Monitoring of teaching and focussed support for staff ensure a quality which is rightly judged to be outstanding overall. The teaching and learning policy of the college ensures a practical framework against which lessons can be judged, and there is a determined commitment to outstanding practice through professional training. Students overwhelmingly applaud the dedication of teachers and their talent in planning challenging and varied activities so that lessons are enjoyable, and students make rapid progress. The subject leader is relentless in striving for excellence through careful analysis of practice and outcomes. Teachers are eager to gather feedback from students and to accommodate their wishes if possible, for example in giving more precise advice about how to improve and make progress. Assessment of students' work is rightly judged to be outstanding and has a clear impact on achievement. Parents' views are sought regularly, and the department responds effectively, for instance in increasing the number of rewards given to students for good work.

Learning and consequent progress are key areas in the self evaluation of the RE department. They are monitored through a range of data analysis which runs parallel to the strong and effective classroom relationships. Teachers ensure that students are clear about the level at which they are working and the tasks which can move them forward. The college is clearly very ambitious for its students and the extensive data receives constant updating and monitoring, and serves to bring about highly positive outcomes. Students respond confidently to the aspirations which evolve from the analysis and teachers are purposeful in working to the agenda which is set though evaluation. In particular the analysis of examination results and comparison with national and diocesan results have led to detailed action planning in order to raise the percentage of top grades at A2 level and at GCSE level, especially of boys, and the uptake of A level courses in Philosophy and Ethics. The effectiveness of a range of strategies, including regular assessment, personalised support and flexibility in examination entry is the focus of unrelenting effort in monitoring and evaluation. The college attributes the projected rise in students taking up sixth form courses to the introduction to A level work in GCSE lessons, enabling students to have a good understanding of what is entailed. The



success of the general RE course in the sixth form has led to its uptake for all students at the Moorlands Sixth Form Centre where Painsley Catholic College has a major role.

The college judges its Catholic life to be outstanding and this again is a highly accurate and reliable judgement. Documentation indicates a range of processes for monitoring and evaluation, most of which were sampled during the inspection. Opportunities to speak with students about their perceptions of the provision for Catholic life indicated that the college is not only providing a vibrant experience of living faith but also that teachers and chaplains are working together with students most productively to fulfil the mission of the college. This was especially pronounced in the work of the 'chapel crew' whose apostolic zeal is contagious, and in the prayerful activities of the Lourdes group who have carefully prepared for participation in the forthcoming diocesan pilgrimage with highly successful fundraising in local parishes. Strategies are in place to maintain provision for Catholic life for sixth form students studying in collaboration with two other schools and these are highly valued. Students are encouraged to reflect on their role in the college of which they are hugely proud. They work enthusiastically with the School Council and are encouraged by the response of the college to their evaluations, for example in providing, at their request, lockers for all and a covered walkway and benches, enabling them to be outside at break times. Provision for prayers, liturgies, pilgrimages and visits, as well as for the sacraments of Eucharist and Reconciliation is extensive, and the college reviews this regularly through the Board of Directors' mission committee and the spirituality committee of the college. In this way provision is regularly assessed and developed. There is a culture of always seeking ways to improve and this permeates the life of the college because of its determined and uncompromising leadership.

Spiritual development is the first priority of the whole college and there has been careful consideration of the curriculum aspects of its Catholic life. Policy documentation for spiritual, moral and vocational development, together with a cross curriculum audit, has enabled the college to develop a 'Catholic curriculum' which is a current focus for evaluation. For example, in two German lessons students were learning about responsibility to contribute to family life and to respect parents through expressing the household tasks which they perform. In English students learned about respect for animal life as part of God's creation. Events such as the Vocations Day for Year 9 students are extensively evaluated by organisers and students, so that succeeding events profit from experience. Staff expertise has enabled a detailed in-house inspection of spiritual life to take place and this was both frank and ambitious in identifying areas for development as well as accurately judging overall effectiveness to be outstanding.

Collective worship is accurately judged by the college to be of an excellent quality. The school chapel has been developed since the last inspection to become a hub for the spiritual life of the school. It is well used by students for personal prayer as well as for form prayers and Mass. Students work extensively with the lay and priest chaplains to prepare worship, to take part in liturgies and to provide focus for prayer in all areas of the school. There are effective links with parish worship and parish life, and the college is regarded as a vital part of the Catholic life of North Staffordshire. Opportunities for faith development have a clear impact on students, which was witnessed during the inspection when sixth form students spoke in a mature, enthusiastic and reflective manner about their time at the college emphasising especially the impact of the Lourdes pilgrimage where they joined in worship on an international scale.

Despite the already outstanding achievement both nationally and in the diocese, Painsley Catholic College has been seen to have no spirit of complacency. The desire to monitor and evaluate its own provision for RE and Catholic life is the heart of a constant drive to move forward. Improvement planning is based on an annual cycle but documentation is regularly updated and rarely stands still. Senior teachers, all of whom have spiritual life as the first priority of their job description, are fully engaged in the process as are the directors of the multi academy company, staff, parents and pupils. The college demonstrates therefore excellent systems for analysing provision and impact, and for incorporating the results into effective forward planning.

In view of your own comprehensive identification of areas for development and proven record of successful outcomes, specific targets from this inspection are deemed to be unnecessary.

Yours sincerely

Janet Mellor  
Diocesan Inspector