



## Catholic Schools Inspectorate inspection report for St Edmund Campion Catholic School

URN: 147707

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 19 & 20 January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- Pastoral care of pupils and staff is at the core of the school's Catholic life and mission, and pupils know they are always loved and cared for.
- Behaviour of the pupils is exemplary at all times, and they show respect for each other, for staff and the school environment.
- Examination results in Religious Education continue to improve and adaptive teaching techniques have been successful in raising attainment of vulnerable groups.
- The recently established Lay Chaplaincy has had a marked impact which will grow in strength.

What the school needs to improve:

- Ensure marking and feedback is consistent especially in Key Stage 4, so that pupils understand how to improve their work.
- To provide more opportunities for pupil leadership in prayer and liturgy and in the evaluation of the Catholic life and mission of the school.
- To develop a systematic and robust system of self-evaluation in all three areas focusing on the impact of actions and policies.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade.....

2

### Pupil outcomes

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

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



Pupils understand the distinctive catholic nature, identity and mission of the school and can explain the mission statement 'Achieving together through Christ'. The values inherent in the *Catholic School Pupil Profile*, which are on prominent display around the school, are understood by the pupils and demonstrates respect for themselves and others, including teachers, through their outstanding behaviour around the school and in lessons. This respect also extends to the care for the school environment. Pupils respond enthusiastically to the demands of Catholic Social Teaching, supporting charities such as St Chad's Sanctuary and its inspirational work with asylum seekers and refugees. The sixth form alone collected over 1500 items for local food banks and were able to link this work to Gospel values. The developing chaplaincy group has undergone training and as result of this has taken the lead in charity events, participated in retreats and collective worship. Given the commitment of these pupils, who are largely from Key Stage 3, the impact of the chaplaincy will increase as they move up the school.

Staff are fully committed to the mission of the school as evidenced by their presence and participation in the morning line up and all aspects of collective worship and charity work. Staff responded very positively on the inspection questionnaire with 91% agreeing or strongly agreeing that the mission statement is 'known and witnessed through all aspects of the community'. The staff leadership in the Talent and Gifts activities on Friday afternoon is evidence of their commitment and care for pupils by offering a wide range of activities including mindfulness and wellbeing. Staff are outstanding role models in the way they conduct themselves around the school and address each other and pupils. The consistent way in which staff challenge pupils around the school on such issues as uniform infringements, equipment checks, or litter is impressive, and the

much espoused 'Calm Campion Way' or simply 'Campion Calm' is tangible. St Edmund Campion is a welcoming and inclusive school. Pastoral care of pupils is outstanding and evident in its support of vulnerable pupils and families. The Pope Francis Centre caters for individual pupil needs, and the safeguarding team provide support above and beyond their remit by supplying school uniform and equipment to those who need it, which shows that Christ is indeed at the heart of the school. The school environment fully reflects its mission and identity with the Chapel at the centre of the school. Although there are sacred places in most classrooms, the quality is inconsistent and the excellent example of the sacred place in the modern foreign languages department should be used as an example of good practice.

The development of the Catholic life and mission is viewed by leaders and governors as a core responsibility and there are weekly meetings with the head and the Person in Charge of Catholic Life, termly visits and reports from the governor with responsibility for Catholic life, and it is on the agenda of all meetings. Although the school's self-evaluation grades were accurate, the evidence of evaluation of impact and catholic life and mission was limited. So too was pupil participation in the evaluation process. Pastoral care of staff is outstanding as illustrated by the school's adoption of the Westfield Health programme which offers staff health and wellbeing support. Staff have a comprehensive understanding of the school's mission and are provided with professional development opportunities which enhances their understanding of prayer and liturgy. Early career teachers and new teachers to the school spoke most positively of the induction package they received.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
<b>Pupil outcomes</b> How well pupils achieve and enjoy their learning in religious education.....	2
<b>Provision</b> The quality of teaching, learning, and assessment in religious education.....	2
<b>Leadership</b> How well leaders and governors promote, monitor, and evaluate the provision for religious education.....	2



Pupils unanimously enjoy religious education and told inspectors that 'RE lessons were different from other lessons'. Behaviour in religious education lessons is laudable and as a consequence pupils are able to concentrate on their work, respond to challenges and ask relevant, searching questions. They are developing secure knowledge, understanding and skills in religious education and making good progress compared with other core curriculum subjects, and there is an improving trend in attainment at key stage 4 and 5. There is a big emphasis on religious literacy in lessons and pupils can use specialist vocabulary in their work and in class discussions and answering questions. There is evidence of some effective feedback via green pen response in key stage 3 & 5. However, this is not consistent especially in key stage 4 and pupils are unclear of how well they are doing and, other than generic comments, have limited understanding of what they need to do to improve their work. The presentation of pupils' work in their books is generally good, and the effective use of visualizers by staff enables the modeling and display of work so that pupils are encouraged to improve. For example, a teacher shared model answers with a class using one pupils work, and the rest of the class were then able to redraft a 5 mark exam question with extension material provided where required.

Teachers are confident in their subject knowledge and have a good understanding of how people learn. They show their commitment to the value of religious education and freely share aspects of their own life experience. For example, an RE teacher was able to share an authentic knowledge of their own religion for the benefit of their pupils. In a Year 9 lesson on community cohesion another teacher was able to illustrate a key teaching point by using an example from their own family with great effect. Use of questioning by teachers was consistently effective, with the policy of 'no hands up' enabling them to skillfully target pupils as a means of differentiation and adaptive teaching. In a lower ability group when a pupil gave the wrong answer, the teacher redirected the question to

secure a suitable answer and then asked the original pupil the same question a few moments later as a means of consolidation. Teachers do however, give pupils space and time for reflection with paired and share activities. Adaptive teaching enabled teachers to scaffold answers for pupils in extended writing facilitating them in writing 'the perfect paragraph'. The provision of high-quality knowledge organisers for each topic in each year group enables pupils to consolidate their learning and develop retrieval techniques. The curriculum accurately reflects the requirements of the *Religious Education Directory*, and the resourcing of the department is comparable, if not generous, to that of other core subjects in terms of curriculum time, staffing and accommodation. Training is secured regarding subject knowledge, teaching and learning. In key stage 5 core religious education Catholic Social Teaching has been mapped into the NOCN qualification. All students take this course and they can achieve a level three qualification. A-level teaching was strong, and students could clearly explain how to improve their work: Year 13 students were able to show and use exam structures and apply information and exam skills to good effect.

The subject leader for religious education has a clear vision for teaching and learning and is a fount of all knowledge on the school, its history, and links to historic neighbouring churches. Given his area of responsibility extends to Person In Charge of Catholic Life, he is ably and effectively supported by a leading practitioner in religious education, and the governors must be applauded in their prolonged effort to appoint a suitable person as head of department. Religious education is effectively planned to meet the needs of different groups of pupils. It is sequentially planned across different key stages and phases through a five year curriculum summary and key stage 3 'Know Show Table' which maps out the core and cultural knowledge to be taught, (KNOW) and what pupils will be able to do as result of that study (SHOW). A range of enrichment activities such as work with refugees and an annual retreat for each year group enhances pupil learning in religious education.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



Behaviour during collective worship is outstanding and pupils respond well to the experience of prayer provided by the school through their engagement and reverence. Pupils are given opportunities to reflect, to which they respond appropriately. However, active participation is limited, and there is some passivity, and the opportunities for pupil leadership in prayer is also limited. There is a developing chaplaincy group who spoke enthusiastically about their involvement in the preparation of the liturgy, but this group has a narrow demographic, and has had limited opportunity to evaluate the impact of their work. Pupils were able to describe parts of the Church's liturgical ministries such as Advent and Lent but were not always able make the link between these and the curriculum and the wider life of the school.

Planned prayers are central to the life of the school. The prayer at the whole school line up on the yard marks the beginning of a daily pattern of prayer which is followed by Sacred Time Sacred Place in form rooms, and weekly assembly for each year group. Many forms have produced their own form prayer. Senior leaders and pastoral staff are models of good practice, and as a result of close cooperation between the PICCL and heads of year, meaningful liturgy takes place regularly utilising music and artforms, thus enhancing this experience for participants. The school makes imaginative and creative use of spaces available. The beautiful chapel is at the centre of the school and the Blessed Sacrament always remains present. The chapel is always open for pupils with activities taking place every lunchtime. The school courtyard area is a sanctuary within the school for staff and pupil reflection. Links with parishes are strong, and the historic churches in the locality are utilised, particularly the Abbey, where the school carol service is held. This is recognised by parents as 76% agree or agree strongly that the school works well with local parishes.

The school's policy on prayer and liturgy is fit for purpose and 85% of staff agree or strongly agree that it is useful to them in carrying out their role. The school calendar is carefully planned to celebrate the Eucharist. There is a voluntary Mass every Tuesday morning, and each year group has an annual Mass at the Abbey. All holy days of obligation are celebrated, so too are other significant feast days such as patron's day, Remembrance Day, and May processions. Staff retreat days are arranged, and each year group has an off-timetable retreat with an age appropriate theme. For example the theme for Year 9 is The Search for Love and incorporates elements of the relationship, sex and health programme. Resources for collective worship are provided by the PICCL and lay chaplain. These are high quality resources incorporating scripture readings and are appreciated by staff. One noted 'the information and support sent out for Sacred Time is a real help, especially for staff who are not Catholic' and another stated, 'Sacred Space resources are fantastic and facilitate great discussion with all my form group members.' Staff spoke enthusiastically about the quality of professional development and as a result all staff understand the importance of prayer and liturgy. Liturgy is part of the school's self-evaluation cycle, but it needs to be more systematic, and involve pupils in establishing its impact on the school community.

## Information about the school

Full name of school	St Edmund Campion Catholic School
School unique reference number (URN)	147707
Full postal address of the school	Sutton Road, Erdington, B23 5AX
School phone number	0121 464 7700
Name of head teacher or principal	Alan Grant
Chair of governing board	Michael Daly
School Website	<a href="https://www.stedcamp.bham.sch.uk">https://www.stedcamp.bham.sch.uk</a>
Multi-academy trust or company (if applicable)	Multi Academy
Type of school	Secondary comprehensive
School category	Voluntary aided
Age-range of pupils	11-18
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	5-6 April 2017
Previous denominational inspection grade	2

## The inspection team

Stephen Burns	Lead inspector
Luke Payton	Team inspector
Sarah Hatfield	Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement