

INSPECTION REPORT

School: Cardinal Langley Roman Catholic High School
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Headteacher: Mr C Mason
Chair of Governors: Ms P Oliver

Canonical Inspection under Canon 806 on behalf of the Diocese of Salford
and inspection of Denominational Education under Section 48 of the
Education Act 2005

Date of inspection: 28th & 29th March 2012
Date of previous inspection: May 2007
Reporting Inspector: Mrs T. Dervin

The Inspection judgements are:	Grade	Explanation of the Grades
Overall effectiveness of the school	2	
Capacity for sustained improvement	1	1 = Outstanding
Overall pupils' outcomes	2	2 = Good
Leadership and management	1	3 = Satisfactory
Effective provision for Catholic education	2	4 = Inadequate

Information about the school

Cardinal Langley Roman Catholic High School is an 11-18 voluntary aided co-educational comprehensive school serving local communities in Middleton and North Manchester and is within Rochdale Local Education Authority. The school serves the 4 main associated parishes of St Peter (Middleton), St. Thomas More (Middleton), St John Fisher (Boarshaw) and Our Lady of the Assumption(Langley).

The proportion of students known to be eligible for free school meals is above average (20.4%). The percentage of disabled students and those with special educational needs is below average (7.5%). Most students are from White British backgrounds. The school's awards include the Sportsmark, Healthy School and Consultant School status. The school has held Specialist Sports status since 2004. There are 1056 pupils on role, of which 94% are Catholic. The number of Catholic teachers in the school is 54 and this represents 70% of the teaching staff.

Extensive building work is currently taking place at the school, with a significant number of subject departments, including the RE department, working in temporary accommodation. This is due for completion in August 2012.

Overall effectiveness

Grade 2

Cardinal Langley is a good and improving Catholic High School which has many outstanding qualities. The Headteacher clearly articulates the vision underpinned by Gospel values, which seeks to ensure that pupils are able to take their place in later life as committed members of the Church and as caring members of society. Leaders and managers throughout the school, supported by an effective governing body are committed to this ideal and are working hard to translate it into a reality. Pupils effectively understand, appreciate and can articulate the Catholic ethos of the school. They make an outstanding response to the school's excellent provision for its Prayer Life, readily take responsibility for and are involved in, a wide range of Catholic Action and other forms of charitable activity. The school makes a very strong contribution to social cohesion in its local and wider communities and in recent years, has become more outward facing through the Genesis partnership work. Pupils' achievement in Religious Education is satisfactory, as is the school's provision for it. Leadership and management of curriculum Religious Education is just satisfactory. Faculty monitoring, feedback to pupils and use of assessment to inform planning requires improvement in order to further raise standards and stretch all pupils.

Capacity for sustained improvement

Grade 1

Since the last Religious Education inspection in May 2007, two of the main recommendations have been acted upon and the third is currently under review with a plan to increase RE teaching to 10% for discrete groups, ensuring delivery remains with specialist teachers.

The school's Mission Statement is an under-pinning driving force in all aspects of the policies and life of the school. The quality of self-evaluation is outstanding and honest, based on an accurate and comprehensive

awareness of what is happening and, using this awareness, a shrewd provision of ideas and actions for the betterment of pupils, academically and spiritually, is embedded within the whole school Development Plan. Actions are in place to address identified areas of weakness within curriculum R.E. and senior leaders are strongly committed to securing further improvements through close support and monitoring. Taking all factors into consideration therefore, the school has demonstrated that it has an excellent capacity for continued improvement.

What the school needs to do to improve further.

Raise standards and improve pupils' achievement in Religious Education by:

- Ensuring all teaching in R.E. is at least good and moving to outstanding
- Adopting a more rigorous approach by the Department Leader to monitoring and evaluating of all aspects of its work, leading to more sharply focussed improvement planning
- Identifying appropriate courses of study to meet the needs of all pupils in both key stages

How good outcomes are for pupils, taking particular account of variations between different groups.

Grade 2

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding. They have a strong sense of values and have the confidence to express their own viewpoints, whilst at the same time, being able to explain their understanding of the school's distinctive Catholic nature. Pupils treat each other with high levels of respect. Pupils who have particular needs or disabilities, are thoroughly integrated into the school community and the impressive range of support staffing from SEN manager with 20 TA's, an ECM co-ordinator and learning mentors, ensures very good provision.

The school has a wide-ranging model for chaplaincy links working with care, guidance and support, senior leadership, various departmental staff and pupils. It has an immense, positive impact on the spiritual, moral and academic development of the pupils. Pupils express their own views and beliefs with confidence in and out of lessons. Pupils also respond well to the strong sense of community, which is engendered by engaging with and responding positively to, a wide range of charitable activity. They are proactive in taking responsibility for fundraising and appreciate being able to select their individual good causes. They are generous in their support for those less fortunate and suffering from the effect of global disasters e.g. support for CAFOD, St Joseph's Penny, Good Life Orphanage Food Station, teacher salary provision in Rwandan school. A recent staff and pupil visit to Mombasa, provided funds for computer software, CD players and kitchen and cleaning utensils.

Pupils of all ages take responsibility for themselves and their actions, demonstrating mutual respect, which results in a calm, harmonious and safe environment. They are justifiably proud of their chapel, showing respect when attending liturgies. They act with reverence and respect, keen to participate in prayer life. The attendance at voluntary liturgies is impressive. They engage

in singing at major liturgical feasts and join in traditional prayers with confidence.

The Religious Education curriculum is satisfactory. At KS3, positive progress is now being made, with tracking and monitoring indicating good progress in the Key Stage.

At KS4 the department is evaluating the appropriateness of the courses on offer, as currently, all pupils do not have the opportunity to achieve the level of success of which they are capable. GCSE results indicate an inconsistent trend over the last three years compared with core subjects and there is an increasing differential between boys and girls performance. KS5 shows good value added and students enjoy the courses offered.

Most pupils concentrate well and are rarely off task. Pupils work steadily and at times show high levels of enthusiasm and interest, as well as a keenness and commitment to succeed. A key feature of lessons was pupils' ability to use religious language in a meaningful way alongside their understanding of the implications of belief for their everyday lives. Staff are confident, knowledgeable and have a good rapport with pupils, allowing them to articulate their knowledge and ideas and be praised for so doing.

How effective the provision is for Catholic Education

Grade 2

The quality of the prayer life provided by the school is outstanding.

Prayer underpins the daily life of the school, taking as its starting point that reverently shared by the teachers at their morning briefing. It is a key part of all school celebrations. The chaplaincy team uses the liturgical life of the Church to structure prayer life for the academic year and has ensured with Heads of Year support, a broad range of activities and materials that appropriately enhance pupils' liturgical development. Assemblies and other forms of prayer and worship make very good use of ICT, music and drama and, in MFL pupils have learnt traditional prayers in both French and Spanish. Pupils enjoy and participate in residential retreat experiences and demand outstrips availability. Pupils are very active in taking responsibility for organising a range of liturgical experiences and assembly presentations for the whole school community. The school facilitates extra curricular opportunities where pupils can demonstrate both their commitment to their beliefs and their responsibility to helping others.

The school encourages the presence of governors and parents at the school liturgical events and they appreciate this.

The Religious Education curriculum is satisfactory. The department is aware there is a need for changes to the curriculum organisation. KS3 follows the Diocesan programme and pupils are engaging with the presentation of this course. The school is working to design a curriculum for its older pupils at KS4 that will effectively meet the needs of all. Bishops' Conference requirements are being met.

The quality of teaching & learning in RE ranges from satisfactory to outstanding, with the majority of lessons observed being good or better.

The majority of lessons are characterised by good working relationships which means pupils are confident to answer questions and express opinions.

Pupils enjoy the opportunities provided for group work and to engage in active learning tasks. Learning objectives are shared with pupils. Activities stimulate

interest and encourage active participation, but on occasions, lead to a pace of learning that is steady rather than rapid.

Teachers marking, though frequent and supportive, is inconsistent in its effect, does not always explain what pupils need to do to improve their work and it is not used well enough to ensure future work is adapted to better meet the needs of individual pupils. Lack of clarity in the use of department assessment procedures, use of data and close tracking of pupils to identify underperformance impacts on outcomes for some groups of pupils, in particular the less able pupils.

How effective leaders and managers are in developing the Catholic life of the School **Grade 1**

The effectiveness of leaders in developing the Catholic life of the school is outstanding. The headteacher leads the school with a very clear sense of direction and passion for all his pupils to succeed. He is exceptionally well informed on all aspects of school life. He is obviously inspired by Christian motives, particularly towards all vulnerable pupils who may require any special help. This is very much in line with the school's mission statement "to respect and value each other equally as individuals". In the school square, inscribed within the walkway, is the message "In the footsteps of Jesus, I want to make a difference". This is no empty statement because these qualities inform the daily practice of the school.

The school's Development Plan gives due priority to its Catholic nature. Policies on issues such as sex and relationship education are firmly embedded in line with Catholic teaching.

The leadership team shares an equal commitment to the aims of the school. The governors are well-informed, supportive, and make pertinent challenges. Father Kieran has a close link with the Religious Education department and Governors support the school's religious life, morally and financially.

The work of the school in promoting community cohesions is outstanding. Pupils are quick to acknowledge that their voice is heard and acted upon and they appreciate the mutual respect which exists between all members of the school community. Those of different faiths have provision via a discrete room, to practice their faith. During Key Stage 3, pupils study other world religions as exemplified by very good classroom displays and the GCSE syllabus includes a range of meaningful topics from War and peace, Global Poverty, and marriage and Family Life. There are excellent relationships with local schools and parishes. There is a strong commitment to charitable activity, both locally and further afield, making pupils more aware of the needs of others less fortunate than themselves. The school recently hosted the commencement of the Prayer Torch Relay, a celebration of prayer as part of the preparations for the 2012 Olympic Games. School policies on a wide range of issues are cohesively and consistently linked to the school's Mission Statement and aims.

The department is well resourced with all RE teachers being specialists and good use of ICT to enhance learning.

Overall leadership and management of curriculum RE is just satisfactory and requires improvement. Department monitoring systems are not currently being used systematically or sharply enough to identify and share good practice in teaching and assessment and tackle weakness.

Furthermore, the sharing of good practice and ideas through a more collegiate approach within the department will help to move the department forward.

Harmonious relationships exist within the department with appropriate division of responsibility.

Whole school monitoring and evaluation procedures have identified some of the ways in which the subject needs to improve and will have an impact in the future.