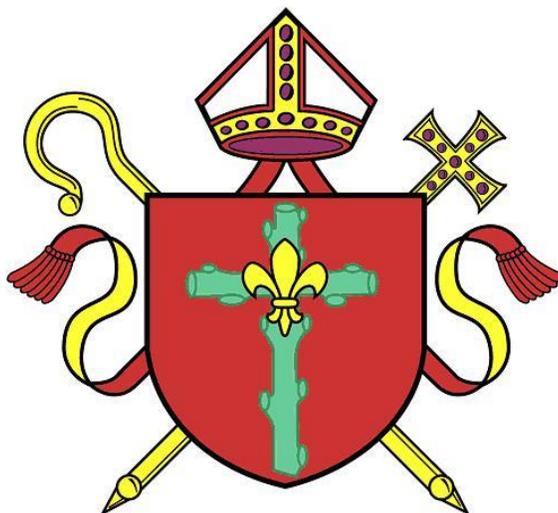


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Philip Howard Catholic Sports College
Saint Mary's Road
Glossop
SK13 8DR

29 & 30 April 2013
(Summer Term 2013)

URN: 112972

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Philip Howard Catholic Sports College
Headteacher:	Miss W P Steciuk
Chair of Governors:	Very Rev Canon D Bowdren
Date of Inspection:	29 & 30 April 2013
Inspection Team:	Mr P Martin
URN:	112972
Overall Grade Awarded:	2

Information about this inspection

The Inspection of Saint Philip Howard was carried out under the requirements of the Education Act 2005, and in accordance with the Nottingham Diocesan Framework and Schedule for Section 48 Inspections (2010). The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers.

The inspector reviewed in detail the following aspects:

- Observation of 6 Religious Education lessons covering all key stages.
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the headteacher, deputy headteacher, the head of the Religious Education department, key stage manager, Inclusion co-ordinator, special educational needs co-ordinator, chaplain, acting lay chaplain, governors, pupils and parents.
- Examination of school and departmental documentation including school improvement plans, policies, planning and assessment files, minutes of meetings.
- The Inspector also shared in form prayer and a year group Act of Worship.

Description of the school

Saint Philip Howard Catholic School and Specialist Sports College is a small, oversubscribed, mixed, Voluntary Aided Catholic comprehensive school with an age range of 11-16 years within the Diocese of Nottingham. It is situated in the town of Glossop in the High Peak District of Derbyshire and serves the town and surrounding

area and villages. The four main Catholic feeder schools are Saint Mary's Glossop, All Saints Old Glossop, Saint Charles' Hadfield and Saint Margaret's Gamesley. Students also come from the parish of the Immaculate Conception Broadbottom. There are 494 students on roll. The percentage of baptised Catholics is 63%, with 25% from other Christian denominations and 12% from non-specific faith backgrounds. The school population is largely White British and very few students come from minority ethnic backgrounds. The uptake for free school meals is below average at 15%. However the proportion of students who have special educational needs or disabilities is well above average. The socio-economic makeup of the catchment area is mixed with pockets of significant deprivation. Whilst some distance away from the centre of the Diocese, the school works hard to maintain diocesan links and is involved with events in the diocese on many levels. The majority of students move on to Loreto and Xaverian Catholic Sixth Form Centres in Manchester.

Overall effectiveness

Saint Philip Howard is a good Catholic School. The headteacher, along with the senior leadership team and the Religious Education department are fully committed to the Catholic life of the school. The majority of teaching in Religious Education is good and sometimes good with outstanding features. Standards of attainment in Religious Education at Key Stage 4 are broadly average with girls performing above average. Teachers and leaders are striving to improve boys' attainment at GCSE where there is some underachievement. Robust systems are now in place to monitor and evaluate the provision within Religious Education but such systems are not fully in place with respect to the Catholic life of the school. The school provides an outstanding level of pastoral care for all its students who receive a wide range of support. Leaders have ensured that the school offers a varied curriculum that meets the needs of all learners. Parents speak highly of the school community. Students are proud to be part of this small community, demonstrating good behaviour in and around the school even when not supervised by adults. They are developing confidence in designing, planning and leading liturgies at all levels. The school should provide opportunities, however, for students to take leadership roles within the chaplaincy and in other areas of the Catholic life of the school. The roles and responsibilities with respect to the provision, leadership and management of the Catholic life of the school need to be clearly identified.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

- Develop a robust system for regular monitoring and evaluation of the Catholic life provision and incorporate areas for improvement within the school development plan.
- Review the roles and responsibilities of the Catholic life provision with particular emphasis on increasing capacity within chaplaincy.
- Sustain improvements in achievement within Religious Education and continue to address boys' underachievement in the subject.

The school's capacity for sustained improvement

The school has undergone a considerable culture change over the last few years, for example, in introducing a range of robust quality assurance systems to bring about improvements in student attainment. Following a review of the school's mission by all

stakeholders, student success is now clearly a key part of the school's mission and the leadership of the school is now firmly committed to driving up academic standards. The headteacher along with the senior leadership team and the Religious Education department are fully committed and are now well placed to lead on further progress with respect to all aspects of the Catholic life of the school.

The school's capacity for sustained improvement	Grade: 2
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<p>PUPILS</p> <p>How good outcomes are for pupils, taking particular account of variations between different groups</p>

Standards of attainment in Religious Education at Key Stage 4 are broadly average with girls performing above average. Progress at Key Stage 3 is good overall. There is a marked difference in GCSE attainment between boys and girls, with 83% of girls achieving A* - C at GCSE in 2012 compared to 50% of the boys. This follows a similar pattern to the attainment in GCSE English and other subjects. The school has introduced a range of intervention strategies to address this gap in attainment. A further review of the Religious Education syllabus and schemes of work at Key Stage 4 might reveal the need for alternative units to be considered. Pupils with particular learning needs and other groups make generally good progress in Religious Education. Students enjoy Religious Education lessons and are generally keen and enthusiastic about their work. They work well with each other and in particular when groupings within classes are based on mixed ability.

Students are generally responsible in contributing to, and benefitting from, the Catholic life of the school. There is a varied programme of activities and opportunities provided by a dedicated staff that support and nurture pupils on their faith journey. Days of reflection take place in form groupings apart from Years 10 and 11 who have a special day together. Teachers and students are alert to the needs of others and demonstrate a genuine willingness to support a range of different groups including a Zambian School project, Lifeshare Homeless Christmas project (Manchester) and the Francis House Children's Hospice. Students do not, however, have any real opportunity to evaluate their Catholic education or to be partners in the school's overall improvement in this area. Students develop a good moral conscience and are keen to be kind and are well mannered. Behaviour is typically outstanding in lessons and around school. Any disruption in lessons is rare but is dealt with effectively. They respond to opportunities to take responsibility around the school including; being part of the School Council, acting as prefects in Year 11 and Year 10 students being involved in the 'Crossroads' transition programme with feeder primary schools. They are developing confidence in designing, planning and leading liturgies at all levels and readily take part in the regular and routine prayer life of the school. A Year 9 Act of Worship involved all members of a form and included several simple but very effective role plays and prayers written by the students themselves. They are quiet, respectful and prayerful during times of Collective Worship. They are now ready to be given more leadership roles within the chaplaincy and in other areas of the Catholic life of the school.

How good outcomes are for pupils, taking account of variations between different groups	Grade: 2
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LEADERS AND MANAGERS

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

There is a high level of commitment demonstrated by leaders and managers to the promotion of the Catholic life of the school. The leadership team demonstrates a high level of commitment to the mission of the Church by providing rich, broad and balanced opportunities for spiritual, moral, social and cultural development. They conduct a range of activities, including learning walks, relating to provision and outcomes and their analysis provides a firm basis for diagnosis of the school's strengths and areas for development as evident in the focus on improving the quality of teaching and attainment. Such robust systems, however, need to be put in place for all aspects of the Catholic life of the school and not just for the provision and outcomes in Religious Education. Satisfactory monitoring and evaluation takes place across some areas of this provision but these systems are not robust enough to identify clear areas for development. For example, the school has a Collective Worship Policy but little is done systematically to follow this, with respect to monitoring, evaluation and identification of areas for improvement.

Senior leaders accurately monitor the progress and well-being of students and the school involves a range of agencies to support their work, including a health mentor and family resource worker. Students can also access this service at a local centre outside of school. Key stage managers meet regularly with the headteacher to discuss and monitor all aspects of each key stage. The school ensures therefore, that there is an outstanding level of pastoral care for all and this is valued by students who receive a wide range of support and develop an understanding of the Christian values of sorrow, forgiveness and reconciliation. Leaders have ensured that the school offers a varied curriculum that meets the needs of all learners, including vocational options and tailored, personalised learning provision for individual students. Parents speak highly of the school community.

There is a strong sense of belonging and the inclusion is a strength of the school. The Religious Education curriculum and other activities, within and beyond the school, provide students with the opportunity to learn about people of other faiths and backgrounds. Students are given opportunities to develop a range of skills which will enable them to become active citizens and pupils are often involved in a range of local activities, for example, 50 students took part in the annual Glossop Jog organised by the 'Glossop Rotary' to support local good causes. Students are involved in a range of learning activities with other schools organised through the Peak 11 Learning Federation. Leadership and management in the Religious Education department are good and there is clear evidence of self-evaluation leading to effective forward planning. The headteacher, senior leaders and the head of department monitor students' progress and the quality of teaching and learning. A more rigorous process of self-evaluation has been implemented over the last academic year and this is starting to contribute to improved outcomes. The monitoring of progress and the use of data to inform intervention and future planning are now more accurate following professional development and the appointment of a new deputy headteacher. Intervention to address

underachievement at Key Stage 4 is wide ranging and all staff are working tirelessly to bring about improvements in results.

The governing body is becoming more knowledgeable and involved in challenging areas for development within the Catholic life of the school as well as within the Religious Education department. The school is adjusting the curriculum for 2013/2014 ensuring that there will be 10% curriculum time allocated to Religious Education. Governors need to take account of capacity issues with respect to roles and responsibilities of the personnel responsible for leading and managing the Catholic life of the school to ensure further development of the provision in this area.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 2
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PROVISION

How effective the provision is in promoting Catholic Education

The majority of teaching in Religious Education is good and sometimes good with outstanding features. Teachers are infectiously enthusiastic about their subject. Students say that they enjoy their Religious Education lessons. At Key Stage 4, constant reminders about where students are at and how they can improve are commonplace. Planning is both rigorous and focused covering a broad range of issues and themes, which are delivered through a variety of teaching and learning styles. Good and varied resources are used effectively, ranging from the use of ICT to differentiated worksheets and activities. There are clearly many opportunities created for assessment for learning and students are encouraged to reflect and evaluate their own progress. Excellent use of peer marking was evidenced during one Year 11 lesson observed where students firstly determined how marks would be allocated. Feedback to students, both orally and within exercise books is extremely effective with students clearly aware of their level or grade and how they could make further progress. The progress of all students is frequently monitored and is effective in identifying underachievement especially across Key Stage 4. Programmes of intervention are being used widely in trying to ensure that all students reach their Religious Education target grade. The Religious Education curriculum makes an excellent contribution to students' spiritual and moral development. A range of initiatives are used to ensure that the schemes of work are accessible to all. Students clearly enjoy the school's provision and make constant reference to the way the size of the school has created a 'close family feeling', where they feel safe and well supported.

The school was fortunate in being provided with the services of a school chaplain in September 2011 and also with a new school chapel in 2012. The small chapel room is an excellent resource which gives a range of opportunities for quiet prayer and reflection as well as an extra area for small groups in Religious Education. The roles and responsibilities with respect to the provision, leadership and management of the Catholic life of the school including the role of the chaplain need to be clearly identified. Although students have opportunities to be involved in some planning and delivery of Collective

Worship, they would benefit from improved opportunities to lead within the chaplaincy provision.

Participation in a range of Liturgies and Masses throughout the year is good and students behave well. There are opportunities for students to receive the Sacrament of Reconciliation during Advent and Lent. Prayers are said each day in every form group, led by students or teachers, making use of resources provided by the head of Religious Education, who acts as the Collective Worship co-ordinator. The school hall is used effectively for year /key stage Collective Worship incorporating music, sound and visual ICT resources.

How effective the provision is in promoting Catholic education	Grade: 2
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Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	3
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	2
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	3
How effectively leaders and managers promote community cohesion.	2
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	2