



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST CUTHBERT'S CATHOLIC COMMUNITY COLLEGE FOR BUSINESS AND ENTERPRISE

ST. HELENS

Inspection Date Wednesday 27 February 2013

Inspectors Dcn. Paul Mannings Mrs. Barbara Melia

Unique Reference Number 104835

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 11-16

Number on roll 873

Chair of Governors Rev. Philip Swanson

Acting Principal Miss Angela New

School address Berry's Lane
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Date of last inspection Wednesday 14 September 2011

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

- Saint Cuthbert's is a voluntary-aided, 11-16, mixed comprehensive in the St. Helens Authority.
- Forty-nine per cent of pupils are drawn from associated Catholic primary schools in the pastoral area. A significant number are drawn from the wider community.
- There are 873 pupils on roll of whom 45% are baptised Catholic, with 33% from other Christian denominations, and 22% from other faith or religious traditions.
- There are 54 teaching staff of whom 54% are Catholic.
- The Religious Education department has three full-time and nine part-time members (in addition to other subjects and/or responsibilities).
- The Acting Principal has been officially in post since February 2013.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Saint Cuthbert's provides good 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.
- Pupils have a practical knowledge of the Mission Statement and its application to school life. They speak about its emphasis on mutual respect, which permeates every aspect of the school. Pupils can articulate their involvement in wide-ranging projects that serve the common good, local, nationally and globally.
- Pupils converse about the relevance of Religious Education to both their school and home lives. They speak about its encouragement of the expression of their own religious beliefs and world views, so giving them a personal sense of identity and worth. The subject encourages them to listen to each other and to respect difference.
- Their knowledge of the Catholic traditions and practices of the local community is enriched by links with parishes and other Christian communities.
- Pupils' behaviour in and out of class is good. Elements are outstanding.
- They are proud of the school's attentiveness to their needs and the pervading sense of justice instilled by staff. This in turn gives pupils the confidence to take full responsibility for themselves and for their actions. They are quick to praise and celebrate the achievements of others.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- Continued improvement of the quality of learning is highly profiled in departmental development and in specific progress meetings.
- In Key Stage 3 there is a continued rise in pupils reaching Level 5 by the end of year 9. This has risen from 39.8% in 2011 to 61% by the end of 2012. Progress is assisted by a growing awareness amongst pupils of the expectations of levels of attainment.
- In Key Stage 4 performance at GCSE has continued to improve with 57% of the 2012 cohort entered in Year 11, achieving A* - C. This was an increase of 12% on the previous year and a substantial move toward the national average.
- Pupils' learning is good overall. The majority are making levels of progress matched to their age and stage.
- They make good use of independent and collaborative learning strategies commensurate to their age and differentiated to their stage.
- Pupils enjoy Religious Education not least because of its profile in the school. They are motivated in class and consequently want to achieve.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding
- 'Sacred Time', engages pupils' through its setting of challenging weekly personal targets to live out the school mission both for themselves and in their service to each other.

- Pupils are stimulated by quality prayer and worship in a style that inspires their response and so generates a truly collective gathering.
- They are regularly involved in both planning and preparation. Consequently from Year 7 they develop a range of skills to support their private and public prayer. This in turn leads to pupils' confidence in the quality of their Collective Worship.
- Pupils are secure in publicly expressing their beliefs and world views. They listen to the contributions of others. This in turn instils an atmosphere of prayer and reflection.
- Pupils describe their understanding of spirituality and how it can be enriched by quality prayer and opportunities for stillness.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- Continued improvement is evident through a rise in outstanding elements. These include rigorous organisation, stimulating teaching that meets the needs of all pupils and continuous assessment. Lessons that are good continue to aspire to toward these standards.
- The few areas requiring improvement should focus on an increase in pace and challenge. Pupils should be motivated to concentrate on all tasks.
- Good teaching is enabling continued improvement in learning in each Key Stage.
- Overall, teaching is well structured, challenging and creative. Consequently the majority of pupils want to learn and do enjoy their work.
- Teachers have good subject knowledge. They are committed to maximising opportunities in all stages of learning.
- Learning support assistance is highly effective and well deployed.
- Pupils are encouraged to make full use of prior learning.
- Good differentiation supports individual progress. In most lessons pupils benefit from a learning environment that is accessible and purposeful.
- In most instances good assessment is guiding pupils' progress particularly in the use of levels of attainment. There is a clear Marking policy. There remains the need for its consistent use by all members of the department.
- Scrutiny of pupils' written work reveals that some staff note pupils' strengths and specific areas for development. There is effective differentiation. Good presentation is evident. There are many good examples of both individual and collaborative learning. Overall, there is good or better progress in knowledge and understanding.
- Areas for development in marking and annotation by some other staff are twofold, namely the need to monitor more closely whether or not pupils targets have been achieved and to indicate more clearly pathways for pupils' individual improvement.
- In class pupils have quality opportunities for reflection. They are encouraged to question, discuss and provide feedback. This enriches both their growing personal confidence and contribution to the school's Catholic Life.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum promotes pupils' learning is good.
- The content is faithful to Church teaching and so fully in line with the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012).
- In both Key Stages provision includes knowledge, understanding and where appropriate the celebration of other world faiths and traditions.

- In Key Stage 3 the process of Research, Revelation and Response provides pupils with the key skills to develop their knowledge and understanding to the standard required for Key Stage 4.
- In Key Stage 4 all pupils follow accredited study pathways. The GCSE full course is accessed by 64% of pupils, with 13% following the GCSE short course. Entry Level is undertaken by the remaining 23%.
- The school should now consider alternative accredited options to Entry Level, in cases where pupils may benefit from a more challenging study route.
- In Key Stage 4 several areas of the specifications used in GCSE and Entry Level require supporting programmes of study customised for the school and indicative of short and medium term planning.
- There are examples of outstanding resources prepared electronically for both Key Stages. The school is to be commended for its sharing of these with other schools.
- The curriculum motivates pupils and supports improvement in learning and teaching.
- The curriculum makes a strong impact on pupils' spiritual and moral development.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Daily 'Sacred Time' for vertically streamed house/form groups is pivotal to the Catholic Life of the school. Masses and other liturgical celebrations are frequent and well attended.
- Other faiths and religions are celebrated.
- Themes and resources readily available electronically through 'Prayer Zone', are of the highest quality and confidently used to maximum effect by staff and pupils. These reflect a clear understanding of Prayer, the Liturgical Year and the schools' Mission Statement.
- Pupils are encouraged to have maximum participation in leading Collective Worship.
- The content enriches pupils' spiritual and moral development.
- Monitoring is effective in ensuring consistent provision. It also identifies many areas of good practice shared through regular in-service training.

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 in the way they plan and implement improvement to outcomes for pupils.
- This bears testimony to the life-work of the Principal whose Catholic faith and vision tangibly embraced a whole generation of staff and pupils as together they remain working 'as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour.'
- The legacy for governors and senior leaders is being lived through their commitment to and sharing of this Mission Statement. The content was revised in the last two years. Its aims are presented as supporting straplines incisively linked to Gospel values that are evident in the life of the school.
- The Mission Statement underpins the school Section 48 Self Evaluation. The Mission Statement is integral to all supporting policy documents and annual reports. These focus clearly on well targeted planning and actions that uphold Catholic Life.
- The school chaplain is a priest of the diocese, serving parishes in the local pastoral area. He is chair of governors. His dedication in blending both roles to the service of the school community makes a maximum impact in realising the Catholic Life.

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 are good in monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The Section 48 Self Evaluation clearly identifies areas for improvement and supporting plans to implement progress.
- This is particularly evident in the departmental commitment to raising achievement in both Key Stages and specifically in GCSE. It is also evident in departmental sharing of good teaching strategies.
- Governors, senior and departmental leadership is clear that Religious Education is at the core of both the curriculum and Catholic Life. Good management of the department in turn promotes the maintained commitment and professional expertise of the staff. Together they benefit from structured continued professional development.
- Pupils and parents appreciate the high profile of Religious Education, a fact borne out by evidence from questionnaires.

What the school needs to do to improve further:

- Continue to move Religious Education toward outstanding by:
 - Consistent use of the Marking policy by all staff to further develop the existing good practice in marking and annotation;
 - Providing programmes of study in Key Stage 4 for the several areas where these are still required in GCSE and in Entry Level;
 - Continuing to raise achievement for grades A* - C in GCSE.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
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	2

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