

Cardinal Vaughan Memorial School

89 Addison Road, London W14 8BZ

Date of inspection by Westminster Diocese: 7 – 8 February 2018



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- Religious education meets the requirements of the Religious Education Curriculum Directory.
- The department creates bespoke resources to facilitate excellent links to the Religious Education Curriculum Directory.
- Pupils make significant and sustained progress through the key stages.
- GCSE results are significantly above the national average.
- The consistently high proportion of A/A* grades at GCSE is a particular strength of the religious education department.
- Attainment in A level Religious Studies is consistently in the top 25% for progress in the country.
- Subject specialists in the department are well qualified and have strong subject knowledge which has a very positive impact on pupils' religious literacy.
- Teachers' expectations are high and set to create an industrious, respectful environment for learning.
- The head of department has a clear vision for the centrality of religious education across the curriculum and is well supported by senior leaders in securing this.
- Teaching and learning is monitored systemically.
- A significant number of students annually go on to read Theology and Philosophy at some of the country's top universities.
- The school has successfully implemented a wide range of initiatives to develop classroom religious education.

B. The Catholic life of the school is outstanding

- Religious education meets the requirements of the Bishops' Conference for curriculum time in all key stages.
- As part of the core religious education programme, the school has developed an impressive lecture programme which greatly enhances the pupils' experience.
- The department is well resourced and up to date with contemporary texts for the new specifications.
- The school firmly believes the celebration of the Eucharist to be at the heart of the Catholic life of the school.
- The liturgical and sacramental life of the school is greatly added to by the strong musical tradition within the school.
- There is a full understanding and appreciation of the Church's call to action for justice and peace.
- The school provides excellent opportunities for the development of all pupils and consequently nurtures confident, articulate, well rounded young men and women who leave ready to make a valuable contribution to society.
- The school both actively participates and puts itself at the service of the Diocese of Westminster in a variety of ways.
- The headteacher has great ambitions for the school and engenders a confident community where pupils and staff can excel.
- The leadership team and governing body have a deep appreciation of the Church's mission for education which informs a very clear purpose and vision and ensures that pupils are educated with a vision of discipleship for life.

A. Classroom Religious Education

What has improved since the last inspection?

Following the last inspection it was recommended that staff understanding of levelling at Key Stage 3 be developed to increase confidence in making precise judgements about pupil progress. The school has addressed this by introducing external moderation at Key Stages 3 and 4 with a local secondary school, however there is still scope to develop this further. It was also suggested that departmental monitoring systems be developed to provide consistently high quality written feedback to pupils and, whilst this has been achieved at Key Stages 4 and 5, it is not yet consistent across Key Stage 3. In addition, the school has effectively implemented a wide range of initiatives to improve classroom religious education. For example, the introduction of a speakers' programme for Core RE has been well received by pupils and has helped to raise the profile of the subject and make it relevant.

The content of classroom religious education is outstanding

Religious education meets the requirements of the Religious Education Curriculum Directory (RECD). The vast majority of the curriculum is mapped and work continues on the development of schemes for the new GCSE and A level. The curriculum provides a systematic study of God, the life and teaching of Jesus and the Church, the central beliefs that Catholics hold and the relationship between faith and life. The department is rightly proud of the bespoke resources developed to facilitate excellent links to the RECD. The newly appointed post-holders are developing the programmes of study, particularly at Key Stage 3, to ensure a broad and dynamic curriculum with a greater emphasis on world religions. Religious education programmes are progressive and cohesive but there are not yet enough learning opportunities at Key Stage 3 to increase the degree of stretch and challenge in lessons.

Pupil achievement in religious education is outstanding

Pupil achievement in religious education (RE) is outstanding. When joining the school, pupils' level of attainment is typically above average and they continue to make significant and sustained progress through the key stages. At Key Stage 3, students' progress is carefully tracked to ensure preparation for public exams further up the school. However, sharing this information with pupils in their books on a more regular basis would serve to both affirm pupils and move learning on. At Key Stage 4 pupils make excellent progress and consequently GCSE results are significantly above the national average. The consistently high proportion of A/A* grades at GCSE is a particular strength of the RE department and a testament to their hard work. Those who require additional support or who are disadvantaged make very good progress, as a result of well-planned, timely intervention. Where small gaps in attainment still exist for specific groups of pupils, there are plans in place to address this. Attainment in A level Religious Studies is consistently in the top 25% for progress in the country. High quality and frequent diagnostic assessment is used to ensure students are challenged and possess the skills to access the highest levels of achievement. Consequently, a significant number of students annually go on to read Theology and Philosophy at some of the country's top universities.

The quality of teaching is good

Overall, the quality of teaching is good. Teaching is effective in that it allows pupils to make progress and achieve well at the end of Key Stages 4 and 5. However, the development of the sixth form core religious education programme needs to continue to ensure it provides pupils with ample opportunities to develop their religious literacy. During the inspection, where teaching had the most impact on learning, lessons were challenging and allowed for significant pupil participation and extension. For example, a Year 9 lesson on Germany's House of Religions allowed students to

explore contemporary issues around the cohesion and feasibility of multi faith society in Europe. However, where teaching was less effective, pupils had fewer opportunities to contribute, lessons lacked creativity and learning was not sufficiently checked. Subject specialists in the department are well qualified and have strong subject knowledge which has a very positive impact on pupils' religious literacy. The expertise of these staff are not yet fully utilised to further support the non-specialist teaching staff. Homework is regular and, in the main, contributes to pupils' learning. Assessment in the school is routine but at Key Stage 3 there is the opportunity to develop existing summative assessments by building in higher order questions. Teachers' expectations are high and set to create an industrious, respectful environment for learning. Pupils commented on the dedication of staff and the positive relationships formed to bring about success.

The effectiveness of leadership and management in promoting religious education is outstanding

The quality of leadership and management of religious education is excellent, particularly given the recent challenging staffing circumstances it has faced. The link governor undertakes a supportive role and visits the department annually to assist in the quality assurance process. The department works very closely with the school's coordinator for special needs and disabilities to ensure learning support assistants are deployed effectively. The head of department has a clear vision for the centrality of RE across the curriculum and is well supported by senior leaders in securing this. Teaching and learning is monitored systemically through learning walks, formal observations and work scrutiny to ensure teaching is consistently good with some that is outstanding. The head of department has developed resources to support the new GCSE and A level and has shared these across the department. The RE team has been supported through professional development, both in-house and through external opportunities. The head of department has rightly identified the sharing of good practice both internally and externally as an area for further development.

What should the school do to develop further in classroom religious education?

- Develop lessons further to provide sufficient opportunities for pupils to participate and thereby maximise their engagement.
- Monitor assessment and moderation procedures across Key Stage 3 to ensure consistency.
- Support the newly appointed post holders in the department through line management and the sharing of best practice to ensure teaching is typically outstanding and never less than good.

B. The Catholic life of the school

What has improved since the last inspection?

Since the last inspection, the school has increased curriculum time for religious education to 10% at Key Stages 3 and 4. The introduction of a prayer petitions' box and the headteacher's weekly reflection have helped to enrich the school's prayer life but it is the recent appointment of the assistant chaplain that will prove key in developing the school's prayer life further. The school's strong musical tradition continues to enliven liturgical celebrations and pupils now understand how music contributes to their Catholic faith.

The place of religious education as the core of the curriculum

is outstanding

The place of religious education as the core of the curriculum is outstanding. Pupils receive the weekly entitlement of 10% curriculum time at Key Stages 3 and 4. At Key stage 5 pupils receive their 5% entitlement through a weekly lesson. As part of the core religious education programme, the school has developed an impressive lecture programme which greatly enhances the pupils' experience. The department is well resourced and up to date with contemporary texts for the new specifications. The budget for the department is generous and broadly in line with other core departments. In addition, staff training is viewed as a priority and a significant sum is set aside for this. Religious artefacts and iconography are prevalent in the school and serve as a constant reminder of that which underpins the school community. The school benefits from having a very attractive chapel which is used by the religious education department to enrich lessons. The school is limited on space but the religious education department benefits from two dedicated classrooms. However, the pupil experience could be augmented by paying greater attention to the physical space and, in particular, classroom displays.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The experience of Catholic worship for pupils at Cardinal Vaughan is outstanding. The liturgical year, with its cycle of scripture readings and themes, serves as the foundation of the extensive opportunities for prayer and reflection. The school wholeheartedly believes the celebration of the Eucharist to be at the heart of the Catholic life of the school. Mass is celebrated twice each week and the Sacrament of Reconciliation and Benediction also take place weekly. Assemblies and other acts of worship take place on a daily basis, and these are regularly monitored and evaluated. At the start and end of each lesson pupils make the sign of the cross and the Angelus is said at 12pm each day. The strong musical tradition adds a unique depth and richness to the liturgical and sacramental life of the school and this is rightly celebrated. A small number of pupils are involved as altar servers and readers but fewer opportunities were offered for pupils to serve in a wider range of liturgical ministries. The school offers a retreat programme and is aiming to develop it further by inviting families to take part. Pupils leave the school with an extensive knowledge of and deep appreciation for Catholic worship.

The contribution to the Common Good – service and social justice –

is outstanding

There is a full understanding and appreciation of the Church's call to action for justice and peace. A range of local, national and international charities are generously supported. For example, the pupils' instant response to the Grenfell Disaster Appeal supported not only students and their families who were directly affected, but others in the locality. Pupils have given generously to the Save the Saveable

project organised by Aid to the Church in Need and this has raised their awareness of global issues. The emphasis in the sixth form is on active service and, to that end, an extensive volunteering programme has been implemented to enable them to volunteer their support either within the school or in local community organisations. Younger pupils are given opportunities to support those in need through innovative fundraising projects and by engaging in acts of service in the local community. The school's contribution to the Common Good is impressive but some pupils did not demonstrate a deep understanding of the theology that underpins their charitable enterprises. The school provides excellent opportunities for the development of all pupils and throughout the year celebrates their gifts as individuals and as a community. In keeping with Gospel values, pupils are encouraged to strive for excellence in all areas. Consequently, the school nurtures confident, articulate, well rounded young men and women who leave ready to make a valuable contribution to society.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

The school's key relationships with parents, other local schools and the Diocese of Westminster are outstanding. Partnership with the diocesan Bishop is evident through the school's active participation in the services offered through the Westminster Diocese Education Service for governors, leadership and staff. The school both actively participates and puts itself at the service of the diocese in a variety of ways. For example, through the Teaching School, the school is working with a number of schools, across the diocese to help support a range of programmes and share best practice. Moreover, the school plans to develop partnership arrangements with other Catholic schools. Parental views are sought on a regular basis through an annual questionnaire and systematic meetings. Parents were overwhelmingly positive in their responses to the inspection questionnaire. One parent stated that 'Cardinal Vaughan provides our sons with a fully rounded Catholic education where very high academic standards are set and expected within a caring, pastoral environment'. Parents and carers are encouraged to participate in school events at key times of the school year.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The effectiveness of the leadership and management in promoting the Catholic life of the school is outstanding. The headteacher has great ambitions for the school and his inspirational leadership engenders a confident community where pupils and staff can excel. The leadership team and governing body work with a very clear purpose and vision to ensure students are educated with a concept of discipleship for life. This was most keenly demonstrated by a sixth former's comment on the Church commitment to the Common Good: "Our Catholic nature is universal; we are here to dedicate every single part of our life to God... it underpins all that we do". The school's detailed and accurate self-evaluation demonstrates a genuine commitment to continuous improvement but is not widely disseminated. There are highly effective systems in place to support the induction of new staff in their understanding of and contribution to the Catholic life of the school.

What should the school do to develop further the Catholic life of the school?

- Provide further opportunities for pupils to plan and lead prayer and liturgy.
- Develop pupils' understanding of the theology underpinning the Church's call to serve.

Information about this school

- The school is a 4 form entry Catholic secondary school in the locality of Kensington.
- The school serves parishes across London.
- The proportion of pupils who are baptised Catholic is 99.9%.
- The proportion of pupils who are from other Christian denominations is 0.1 %.
- The percentage of Catholic teachers in the school is 56 %.
- The number of teachers with a Catholic qualification is 4.
- There are 9.7 % of pupils in the school with special educational needs or disabilities of whom 18 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a below average rate of families claiming free school meals.
- 131 pupils receive the Pupil Premium (21.5%).

Department for Education Number	2075402
Unique Reference Number	141931
Local Authority	Kensington & Chelsea

Type of school	Secondary
School category	Academy
Age range of pupils	11-18
Gender of pupils	Male 11-18 Female 16-18
Number of pupils on roll	956
The appropriate authority	The Cardinal Vaughan Memorial School Academy Trust
Chair	Mr Michael Craven
Headteacher	Mr Paul Stubbings
Telephone number	020 7603 8478
Website	www.cvms.co.uk
Email address	mail@cvms.co.uk
Date of previous inspection	8 May 2013
Grades from previous inspection:	
Classroom religious education	Outstanding
The Catholic life of the school	Very Good

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 19 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Nancy Conoboy

Mr Adam Hall

Ms Catherine Bryan

Mrs Santina Ferracane

Ms Robina Maher

Lead Inspector

Associate Inspector

Associate Inspector

Associate Inspector

Associate Inspector

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Vaughan House
46 Francis Street,
London
SW1P 1QN

T: 020 7798 9005

E: education@rcdow.org.uk

W: <http://rcdow.org.uk/education>