



Archdiocese of Birmingham

Section 48 Inspection Report

CARDINAL GRIFFIN CATHOLIC COLLEGE

Cardinal Way, Stafford Road, Cannock, WS11 4AW

Inspection dates:

22-23 March 2022

Lead Inspector:

Louisa Craig

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Catholic Life is a real strength, evident in all aspects of college life. It is continually under review, providing a rich environment for all to develop their faith.
- Outcomes in Religious Education are improving, and the teaching of Religious Education is consistently good.
- Prayer is at the heart of every day in college. Pupils grow in faith and awareness of how to make informed moral decisions, both for themselves and for the good of others.
- Leaders are committed to the Catholic ethos ensuring that Christ and the Jesuit Pupil Profile are at the heart of life at the college.
- The college has responded positively to the previous Section 48 Report and monitoring visit recommendations.

It is not yet Outstanding because:

- Improvements to Key Stage 4 GCSE outcomes in Religious Education need to be evidenced with externally assessed examination data.
- There are examples of good feedback practice, which provides purposeful signposting for pupils. However, this needs to be consistent across the department.
- Collective Worship across the college needs to involve more pupils in its leadership whilst providing a truly spiritual experience.
- The post-16 Core Religious Education programme needs to be reviewed.

FULL REPORT

What does the College need to do to improve further?

- Build upon the evident improvements from the last two years to further improve progress for all groups of pupils in GCSE Religious Education.
- Establish consistency in teacher feedback across the Religious Education department.
- Further develop the opportunities for more pupils to be more involved in the planning, initiation, and delivery of all aspects of Collective Worship.
- Review and develop a coherent Core Religious Education programme for post-16 students.

THE CATHOLIC LIFE OF THE COLLEGE

The quality of the Catholic Life of the school	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
The quality of provision for the Catholic Life of the school	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Good

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- Pupils undertook leadership roles in evaluating the mission statement with Sister Judith Russi and governors. Recent survey feedback shows that this is a clear understanding by all of this mission.
- Pupils have a developing knowledge of the Jesuit Pupil Profile and the link to 'men and women for others'.
- Pupils play an essential role in the monitoring and evaluation of the college. There must be a review of the new relationships, sex, and health education (RSHE) curriculum to evaluate the impact of the 'Life to the Full' TenTen resources being used by the college.
- Pupils behave well in lessons, around the college and in assemblies. They show care and respect in their relationships with each other and with staff and are proud to be Cardinal Griffin Catholic College pupils.
- The eco committee group of pupils have recently been awarded a grant to redesign the college prayer garden.
- Pupils have many opportunities to develop their leadership skills across the college. The recently appointed lay chaplain is working hard to grow the number of pupils across the college who are actively involved regularly.
- Sixth Form students offer pastoral support to younger pupils as mental health champions following the Kenelm Youth Trust training.
- The pupil chaplaincy team has been involved in the synodal process with the lay chaplain leading to greater awareness of the global community of the Catholic Church for our young people.
- Pupils have created an action plan with targets towards the live simply award and are working towards achieving the Eco Colleges Award.

- Pupils value the chaplaincy provision at the college. A recent retreat led by the Kenelm Youth Trust titled 'Fearless' was described as the reason the pupils loved being a member of the chaplaincy team.
- Pastoral care and support are a vital strength of the college, and pupil voice indicates that they are well cared for and know whom to speak to for support.
- Pupils recently signed petitions to the Prime Minister during the COP26 summit highlighting the importance to consider the impact on the poor and their global responsibilities.
- Pupils have responded well to the 'Life to the Full' TenTen RSHE programme across the college.
- Pupils' vocational development is supported through their work with Kenelm Youth Trust.
- College leaders are working hard to foster relationships with the local parishes following the pandemic.

CL2 The quality of provision for the Catholic Life of the school

- The College is distinctly Catholic. The Catholic ethos and identity of the college are visible to the college community and visitors. Cardinal Griffin Catholic College is an excellent example of faith in action.
- Catholic Life is passionately led by the headteacher, supported by the local governing body. They are committed to fulfilling the college mission, 'Serve with compassion, inspire through action, create a better today for the greater glory of God.'
- The college ensures that staff are well supported in continuing professional development (CPD) through high-quality Catholic Life training. These have included sessions run by David Wells, Richard Smith, and Sister Judith Russi.
- In response to the conflict in Ukraine, pupils carefully crafted prayers and peace chains situated in prominent places around the college.
- The college environment is well cared for and easily identifiable as a Catholic college. This is clearly and visibly reflected in the displays and various icons across the college site.
- The college chapel and the Religious Education teaching rooms and chaplaincy office are situated together and centrally located.
- Staff also provide a wide range of extracurricular and enrichment activities for pupils.
- The person in charge of catholic life (PICCL) has redesigned the RSHE curriculum for 2021-22 to ensure it reflects Catholic social teaching.
- The curriculum and wider curriculum are rooted in Jesuit values and reflect Catholic social teaching; a great example is the COP26 climate group of pupils.
- Departments have recently audited their spiritual, moral, social, vocational, and cultural (SMSVC) curriculum and shared best practices. This collaboration has resulted in departments sharing best practice SMSVC being mapped across the whole curriculum.
- Chaplaincy is at the heart of the life of the college, vigorously promoting the Catholic character of the college through prayer, worship and social action while respecting the range of faith and beliefs among members of the community.
- Pupil and parent voice value the education they receive. One student stated that 'it is our second home, and college helps us make the world a special place.'
- There is a real sense of community across the college. Staff spoke with passion about the well-being charter and the guardian angel initiative. They value the pastoral care that leaders provide for all staff.

- The college has adopted the 'Life to the Full' by TenTen for their RSHE programme and has ensured all staff have received training provided by the CES.
- The college reaches out to the needs of the local and wider community. Leaders encourage students to engage as citizens of the world. Recent outreach work has included the local food bank, Cafod family fast day and the walk for hunger appeal.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the College

- Leaders and governors are committed to the welfare of all teachers, support staff, pupils and families. They demonstrate an understanding of their role in providing a community of prayer, one that is firmly founded on the college's values.
- The school improvement plan has the college's mission at its centre, and all areas are effectively monitored and evaluated throughout the year.
- The monitoring and evaluation of Catholic Life are driving change across the college.
- For the last three years, there has been annual CPD led by high-quality trainers on the importance of mission in the Catholic college. This has supported staff new to Catholic education and early career teachers (ECTs) in their role within the college.
- Parents are invited to evaluate the Catholic life of the college through surveys.
- The spiritual and pastoral governors' subcommittee oversees the Catholic Life of the college, its minutes are recorded, and actions are addressed.
- All staff, both teaching and support, have a Catholic Life target in their performance management which links to the headteacher's performance management. This is monitored by the local governing body, which holds the headteacher to account for its implementation.
- The college responds well to diocesan policies and promotes the archbishop's vision for Catholic education.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Good

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Standards in Religious Education are improving at pace, with some pupils making good progress in each key stage. In particular, pupils with special educational needs or disabilities (SEND) are supported well by the teacher in lessons.
- Recent changes in the curriculum and its delivery have ensured that Religious Education enjoys high status and is valued by all of the college community. Pupils demonstrated their enjoyment of the subject, and some now regard it as one of their most important lessons.
- Pupils' attainment in Religious Education in 2019 was low against diocesan averages but showed signs of improvement over the last two years.
- Presentation of work in Religious Education exercise books and class workbooks is generally not as high as in their English exercise books. The department should ensure pupils are clear where their written work for Religious Education will be recorded.
- Assessments in Key Stage 3 have been designed to be mapped against both GCSE skills and the bishops' attainment levels, and most pupils can articulate how to improve.
- The quality of teaching, learning and assessment in Religious Education is good.
- Skilful targeted questioning is used in the best lessons to probe and develop higher-order thinking skills. Other formative assessment techniques are used well to adapt tasks to suit the pace of progress made by individual pupils throughout the lesson.
- All lessons begin with engaging starters, and relationships between teachers and pupils are positive.
- In the best lessons, big learning questions focus pupils on the learning journey and time is taken to unpack the meaning of key vocabulary and make links to prior learning through the class workbook.
- Most pupils participate well in discussions, respecting each other's viewpoints and working well independently when required, resulting in good written work.
- In the best lessons, pupils use their initiative to find answers and formulate their own questions. However, during the inspection, some pupils struggled to access parts of some lessons because the pace was too fast or the task too difficult because it was pitched incorrectly.
- Pupils are generally positive about Religious Education lessons and show good levels of religious literacy.
- In most lessons, teachers' planning is linked to pupils' current assessment, and as a result, most groups of pupils can make good progress.
- Teachers know their pupils well and plan and deliver lessons that are well designed to encourage and challenge them to advance in their learning.

- Lessons generally follow a standard structure that pupils find familiar and helpful as they progressively explore the topics of each class.
- Teachers have high expectations, plan, and teach lessons that deepen pupils' knowledge and understanding of the Religious Education curriculum.
- There is a collaborative and supportive approach through robust monitoring to ensure the typicality of teaching is consistent across the whole department.
- Some pupils respond to the written feedback given by their teachers. The department should consider sharing the best practice from the English department around assessment and feedback to support this work further.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- The Religious Education curriculum meets the Bishops' Conference requirements for 10% curriculum time at Key Stages 3 and 4 and 5% curriculum time at Key Stage 5 following a move to a two-week timetable.
- The college has made excellent strides to support and develop the subject's place. Recent appointments to the department team have indicated the commitment to add capacity for further improvement.
- The Religious Education department is well resourced with dedicated classrooms and a generous budget.
- The governors and leadership team provide strong and effective support for the department. Religious Education is at the heart of the college and influences and enhances the quality of Religious Education offered.
- Rigorous self-evaluation by leaders and management lies at the heart of the success of the Religious Education department. There are in place procedures for self-evaluation and monitoring which are detailed and coordinated. Analysis of data, pupil voice records, lesson observations, book scrutiny and learning walks are part of the process. The subject leader is well informed regarding current best practices and is highly qualified to lead his team in this respect.
- The subject leader has created a culture of self-reflection and improvement in which all staff have a shared vision to raise standards.
- Leaders and governors ensure Religious Education is planned to meet the needs of pupils, which is reflected by the redesigning of the Key Stage 3 curriculum.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

CW1 How well pupils respond to and participate in the school's Collective Worship**CW2 The quality of Collective Worship provided by the school**

- Pupils respond positively and respectfully to prayer and Collective Worship provided by the staff. During the inspection, Collective Worship was either teacher-led or was prepared mainly by teachers. Pupils would benefit further by having more opportunities to design and lead Collective Worship, whether in form time or other types of liturgies offered at the college.
- Pupils are at ease when praying. They acknowledge that it is an integral part of daily life, starting with morning prayer in assemblies or their form room.
- Each day the college community pray the Examen, which allows all to reflect on their day and where God has been in their day so far.
- Each lesson begins with prayer throughout the day, and every piece of classwork starts with 'AMDG', 'For the greater glory of God.'
- Pupils use a variety of approaches to prayer, both traditional and contemporary.
- The college provides many opportunities for parents and other adults to attend liturgical services.
- Most pupils have a good understanding of the liturgical year, and they stated that this was developed during their Religious Education lessons.
- Worship has a clear message and a sense of purpose, contributing to pupils' spiritual and moral development.
- Teachers and leaders are excellent role models for the pupils and ensure they have regular opportunities for prayer and worship. Before the pandemic, pupils could attend Mass regularly at local parishes to college.
- The lay chaplain profoundly impacts the quality of provision for prayer and acts of worship. Extensive resources are provided to support teachers and college leaders that ensure pupils benefit from the wide range of opportunities to pray.
- The chapel is a visually attractive and inspiring part of the college. It is used frequently for Mass and reflections. Pupils said it was open for private prayer, which they appreciate.
- Each week a different tutor group, with the support of the lay chaplain, prepares a Mass in the college chapel. The college chaplain celebrates this.
- The staff's understanding of liturgical year, seasons & feasts is enhanced by CPD and through the work of the lay chaplain. Consequently, staff are enabled to deliver a more authentic prayer experience to their pupils.
- The college should look to develop the newly formed choir as a crucial part of developing music across the college.
- Across the academic year, a 'Griffin Mass' is held at each of the four parishes with the college. Pupils write the prayers of intercession, engage in the Liturgy of the

Word, and altar serve at the Masses. Pupils and parents stated that it is one of the most important times as a college community.

- The college must build upon the number of pupils actively taking the lead in preparing acts of Collective Worship across the college.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Senior leaders and governors regularly attend acts of Collective Worship to assess the quality and impact on the pupils. They have ensured pupils continued to have access to good quality prayer during the pandemic by moving to online resources.
- Systems for monitoring and evaluating Collective Worship are robust and systematic. Governors are kept informed about how the college is doing concerning provision and outcomes. They are regular visitors to the college and attend liturgical celebrations where possible.
- Leaders understand and support all requirements of the Archbishop of Birmingham in terms of Collective Worship and supported the college community virtually during the pandemic.
- The headteacher meets with groups of pupils each week to listen to their evaluations of the college's strengths and areas of development.
- Staff across the college have attended high-quality CPD delivered by The Society of Jesus, which they feel has supported their liturgical formation.
- The college has embraced the use of the Jesuit Pupil Profile as a focal point for Collective Worship.
- Further planning is needed to involve more pupils in leading and planning for Collective Worship.

SCHOOL DETAILS

Unique reference number	124468
Local authority	Staffordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of School	Secondary
College category	Voluntary Aided
Age range	11-18
Gender of pupils	Mixed
Number of pupils on roll	877
Appropriate authority	The governing body
Chair	Janet Mellor
Headteacher	Michael Burrowes
Telephone number	01543 502215
Website address	www.cardinalgriffin.staffs.sch.uk
Email address	office@cardinalgriffin.staffs.sch.uk
Date of previous inspection	February 2016

INFORMATION ABOUT THIS SCHOOL

- Cardinal Griffin is an average-sized secondary school serving Cannock in Staffordshire.
- The percentage of Catholic pupils is currently 30.0%.
- The percentage of disadvantaged pupils is broadly in line with the national average at 27%.
- The percentage of SEND pupils is broadly in line with the national average at 12.4%.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is average.
- Since its last inspection, the college has recruited a subject leader for Religious Education and has recruited specialist teachers following a significant staffing instability in 2019.

INFORMATION ABOUT THIS INSPECTION

- Two Diocesan Inspectors carried out the inspection: Louisa Craig and Ted Hammond.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across twelve Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time, and their collective worship experience.

- Meetings were held with the chair of governors, the headteacher, the Religious Education subject leader, the PICCL, lay chaplain, parish priest, parents, other staff and pupil groups.
- The inspectors attended a form group Mass, two-year groups assemblies and three form-based Collective Worship sessions. They undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the college's Catholic Life, and pupils' behaviour.
- The inspectors reviewed a range of documents, including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and governors' minutes.