



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

## CARDINAL HEENAN CATHOLIC HIGH SCHOOL

### LIVERPOOL

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Inspection Date                      Thursday 21 November 2013

Inspectors                              Deacon Paul Mannings      Mrs. Elizabeth Dolan

Unique Reference Number      104714

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School                      Catholic, voluntary aided, boys comprehensive

Age range of pupils                11-18

Number on roll                      1,377

Chair of Governors                Mr. Andrew Tremarco

Acting Headteacher                Mrs. Karen Smyth

School address                      Honeysgreen Lane  
Liverpool  
L12 9HZ

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Date of last inspection             Wednesday 25 November 2009

# 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

- Cardinal Heenan Catholic High School is a voluntary-aided, boys comprehensive.
- The school is situated in the Liverpool Authority.
- There are 1,377 pupils on roll of whom 95.28% are baptised Catholic, with 1.43% from other Christian denominations and 1.16% from other world faith or religious traditions.
- No faith or religious affiliation is recorded for 0.65% of pupils.
- The large majority of pupils are drawn from associated Catholic primary schools in the pastoral area.
- There are 92 teachers of whom 59.78% are Catholic.
- The Religious Education department has eight members. Six are full time. All are qualified in Religious Education. A further two teach Religious Education in addition to other subjects.
- The acting headteacher has been in post since 1 June, 2013.

### Key for inspection grades

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

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## **Overall effectiveness:**

Cardinal Heenan Catholic High School requires improvement.

## **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 understand the Mission Statement's focus on "Respect, Believe, Achieve." They confidently express how its content impacts on their lives through the related strands of community, learning, respect, self-belief, inclusion and faith.
- Pupils readily relate all of these strands to the school's Catholic Christian life. This is specifically evident in their organisation and support of many charitable events for the wellbeing of others.
- Pupils appreciate the impact of school chaplaincy. They recognise their informal role as part of a wider chaplaincy team. They regard chaplaincy as relevant to community wellbeing.
- Spiritual, moral, social and cultural identity is expressed through pupils pride in the quality of community life. School enables pupils to reflect spiritually. Morally they have a clear sense of right behaviour. Their social skills are developed through support of each other. School is a place where achievement is celebrated. They are encouraged to be confident in self-belief. Culturally they are aware of what constitutes a diverse mix of people who can work together and live in harmony. This is enriched particularly by their pastoral care.
- The content of Religious Education is relevant to their contemporary lives. Pupils link Gospel values to their daily living. They understand Church Teaching and its contribution to the development of faith-informed values. They speak about how Religious Education contributes to their perceptions of responsible citizenship.
- Pupils are included in Mission Statement reviews. They appreciate being listened to.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' levels of achievement and attainment in Religious Education require improvement.
- This is an area for development that has been identified by the school.
- Key Stage 3 includes the commencement of GCSE at the beginning of Year 9. Whilst numbers achieving three or four levels of progress continues to show signs of improvement, there is a need for greater focus on individual pupil data to accurately indicate progress. This is being prioritised through revised tracking and intervention.
- In Key Stages 3 and 4 (Years 9 and 10) achievement at GCSE has declined in three years despite the trend in improvement for Years 7 and 8. In 2009 79% of pupils gained A\*-C. This was consistent with prior performance and well above the national average. In the three years 2010-12 results for A\*-C have slipped from 68%, to 59% and 52%. In the last two years performance has been below the national average (currently estimated at 66.8%). In the last two years the same slippage has also occurred for achievement of A\*-A which has regressed from 15% to 8%. The school is to apply the same rate of pupil tracking throughout the GCSE course.

- Achievement in Key Stage 5 is good overall. Results in AS Level for 2010-13 for grades A\*-E have been 78%, 100%, and 100% respectively. For A2 results in the same years for A\*-E show respectively 100%, 91%, and a slippage to 66.67% in the current year. In the accredited general course achievement is well pitched within Level 2 with progression routes to Level 3.
- Pupils enjoy Religious Education. Their behaviour in class is good. In some areas it is outstanding. Any behaviour requiring improvement is related to a lack of challenge.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- Pupils are routinely included in all aspects of Collective Worship. This was evident on the day of inspection. This included their leading of prayer. Discussion was interactive. They were invited to respond to challenge. Pupils were also encouraged to take personal time and to listen.
- They appreciate Collective Worship as an essential strand of Catholic life. They value the wide variety of prayer experiences. All of these include relation of prayer to their own lives.
- Pupils speak of their interest in contributing to prayer. They are confident to express their religious or world views. They value the opportunities Collective Worship provides in listening to the views of others.
- They understand the Liturgical Year not least through related weekly themes.
- Resources are shared amongst pupils. They have opportunities to shape the content according to their own needs.
- Pupils refer to the inclusive materials. These embrace other world faiths and religions. They also encourage consideration of wide ranging world issues.
- Pupils keenly understand the difference between assembly and Collective Worship. Equally they can relate links between the two especially on occasions for celebration. They say it enhances the community aspect of school.

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

- On the day of inspection the quality of teaching and purposeful learning in Religious Education was good overall.
- In a number of areas teaching and learning was outstanding. In a minority of instances it required improvement.
- Marking and assessment requires improvement.
- Outstanding elements included the teachers' abilities to enthuse. Pupils maintained high interest. This resulted in their mature and thoughtful responses. There were high quality resources.
- Good lessons aspired to the same standard. Lessons were well organised and presented. The pace was challenging.
- Areas requiring improvement need to focus on more in-depth subject knowledge and presentation that is coherent and rigorous.
- The majority of teachers used effective strategies that, together with appropriately targeted support and intervention, matched most pupils' individual needs so that pupils learnt well.
- The majority of pupils made good progress. Most were keen to learn, concentrate and enjoy their work.
- Learning support assistance was well deployed.

- Marking and annotation of pupils work contains some evidence of diagnostic and formative commentary, which facilitates pupils' progress. There is abundant evidence of ticked work supported by positive commentary. Whilst this is affirmative it needs to be sharper and more focused. Marking should develop a dialogue with pupils. To this end, consistent usage of the marking decoder will encourage precise negotiation of targets between teachers and pupils. The school's assessed record and assessed activity sheets should also be used more consistently.
- The existing quality of teaching will provide firm foundation for raising pupils' achievement.

### **The extent to which the Religious Education Curriculum promotes pupils learning**

- The extent to which the Religious Education curriculum promotes pupils learning is good.
- Curriculum provision in Year 11 requires improvement.
- The Key Stage 3 programme of study follows the process of Research, Revelation and Response. The content is comprehensive and well delivered.
- GCSE is undertaken from the start of Year 9 and concludes for most pupils at the end of Year 10. The school should consider whether or not this is having an adverse affect on performance. For others GCSE is extended into Year 11.
- The GCSE specification is appropriate to pupils needs. In a number of areas the content requires further enrichment to ensure maximum challenge.
- In Key Stage 5, AS and A Level remains a popular option. It is well resourced.
- In Key Stages 4 and 5 an accredited general course in Religious Education is pursued from Year 11. The content is externally reviewed each year. The course is well organised, challenging and appropriate to the age and stage of pupils.
- The quality of time provision varies. In Years 7 and 8 two lessons per week, the equivalent of 8% is acceptable due to the constraints of a twenty-five period week. In Years 9 and 10 there are three lessons per week (12%), which is generously above the 10% requirement for Key Stages 3 and 4. Year 11 has one period (4%) which falls seriously short of the requirements of the Bishops of England and Wales. These requirements are stated in the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012). This should be rectified by the school to affirm and enrich the already good marketing of post GCSE and A Level pathways. Provision in Key Stage 5 meets and for A Level exceeds requirements.
- The curriculum content makes a strong impact on pupils' spiritual and moral development. Church Teaching is presented authentically and in a style that encourages pupils to reflect and to make informed decisions.
- Other world faiths and religions are carefully included and fittingly interwoven within the programmes.
- Consequently the content provides a good response to the Curriculum Directory.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Co-ordination is both effective and productive. Form and year groups are supported by weekly themes interlinked with the Liturgical Year. There are supporting resources booklets. Additional resources are available within the school's online facility.
- The content is inclusive of other world faiths and religions.
- Potentially controversial local and world issues are embraced.

- Presentation and sharing in Collective Worship provides challenge. There is abundant provision of opportunities for thought, reflection and personal space.
- There is regular in-service training for staff. The focus is to support newly qualified teachers. Form teachers are also encouraged to attend. There is practical delivery of creative approaches. Best practises are shared.
- Monitoring is thorough. It is undertaken by middle and senior leaders. This ensures consistent and quality daily delivery.
- Strong provision encourages pupils to respond well. They too are encouraged to train for leadership and participation roles.
- The school's Catholic life and mission is well supported by Collective Worship. There is frequent reference to the strands of the Mission Statement. Pupils recognise this as an aid to their understanding and practical support of its content.

**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 show outstanding understanding of and commitment to the Mission of the Church.
- This commitment is well expressed by governors and leaders. The Mission Statement is pivotal. They know how to apply it. Crucially they are aware of how to share the task not least when reviewing the content.
- The commitment is less well expressed within the Self Evaluation Document. Governors and leaders should record therein the abundant good practice. They should include their effective process for monitoring. Concise links should be made between this and supporting evidence, not least the summaries of annual reports on Catholic life to governors.
- Currently it is the supporting evidence alone that shows the high levels of impact made by Catholic life.
- This impact is responsible for pupils' clear understanding and participation.
- The quality of lay chaplaincy is a driving force. This role too is motivated by mission. It is expressly inclusive of pupils and staff. The time allocation enables untrammelled support for wider ranging initiatives. Equally the lay chaplain is available for individual needs. The lay-chaplain is pro-active in addressing issues related to local shortages of clergy and its consequences on school life.
- Links between the school and community are well established and interactive.

**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 require improvement in their provision for the monitoring and evaluation of Religious Education.
- The extent to which they plan together and implement improvement to outcomes for pupils requires improvement.
- The Self Evaluation Document should be revised and presented in the currently prescribed format. It needs to contain decisive strategies for improvement. These should be supported by realistic timescales for completion. There should be frequent monitoring of progress.
- The overall focus should be on raising pupils' achievement.

- The capacity for improvement is good. Governors and senior leaders understand and promote the contribution made by Religious Education to Catholic life. They need to work more practically as a monitoring team within the department. This might be supported by more expenditure, where appropriate, that is in line with the budget for other core subjects.
- The subject leader has both the expertise and commitment to bring about required improvement. There is support from a highly professional and motivated departmental team.
- There is an effective programme for continued professional development. This should continue to include the recently improve attendance rate at diocesan in-service.
- Equally as important is the school's awareness of the need for development in Religious Education. They know what needs to be done. They have begun a planned process for change.

## **What the school needs to do to improve further:**

- Governors and leadership to work together in developing Religious Education through:
  - revision of the Section 48 Self Evaluation document to include more strategic planning of improvement;
  - rigorous monitoring of progress.
- Continue to raise pupils' achievement by:
  - increasing the rates of individual progress between Key Stage 3 and 4 through strategic target-setting and intervention;
  - improving performance at GCSE to reach and to exceed future national averages for A\*-C through consistent expectations in all classes together with departmentally standardised marking of assessment tasks;
  - effective sharing of good and outstanding practice in teaching;
  - using the above expertise to focus on provision of enriched curriculum content and robust challenge where this is required;
  - consistency in the quality of marking and annotation of pupils work that includes sharper individual target-setting and use of departmental assessment documents.
- Contribute to the curriculum requirements of the Bishops of England and Wales by:
  - the provision of an additional lesson in Religious Education for all pupils in Year 11.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	3
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	3
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	3

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