



Archdiocese of Birmingham

Section 48 Inspection Report

CARDINAL WISEMAN CATHOLIC SCHOOL

Old Oscott Hill, Kingstanding, Birmingham B44 9SR

Inspection dates:

15th-16th November 2018

Lead Inspector:

Janet Mellor

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:

- It is a place where the school motto 'Omnia pro Christo' (All for Christ) is a reality, where there is a strong sense of community and of reaching out through charity projects to those less fortunate.
- The Catholic Life of the school is its very life blood and the framework of the Wiseman virtues permeates all that the school aims to achieve for its pupils.
- Pupils make excellent progress in Religious Education because of the skilful teaching and their commitment to work.
- Prayer is at the heart of every day in school. Pupils grow in faith and in an awareness of how to make informed moral decisions, both for themselves and for the good of others.
- Leaders and governors have a sound awareness of the strengths of the school and of the areas for development. They plan thoughtfully and effectively in order to make improvements.

It is not yet outstanding because:

- The school does not meet the requirement of the Bishops' Conference to allocate 10% of curriculum time to Religious Education in each year group.
- The effectiveness of the revised assessment strategies for Religious Education in key stage 3 has not yet been established.
- Pupils are largely reliant on support for their participation in Collective Worship and do not yet demonstrate independence in creating worship opportunities.

FULL REPORT**What does the school need to do to improve further?**

- Ensure that the Bishops' requirement, for 10% of taught curriculum time to be allocated to Religious Education, is fully met across all year groups.
- Embed and evaluate the recently applied system for assessing pupils' work in key stage 3, so that pupils know how well they are progressing towards their targets.
- Develop further the leadership role of pupils in the Catholic Life of the school and in devising and delivering Collective Worship, especially in encouraging their own initiatives for liturgies and moments of prayer.

THE CATHOLIC LIFE OF THE SCHOOL

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.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.**The quality of provision for the Catholic Life of the school.**

- The Catholic Life of the school is good overall and there are many outstanding features. The school has undergone a process of renewal, which has given a firm focus to its mission. Both the motto and the Wiseman virtues, based on the teachings of Jesus Christ, are shared by all members of the community. Pupils feel secure and safe in the knowledge that they are valued as children of God.
- Pupils express most fervently their commitment to the Wiseman virtues and how they help them to live and learn. The virtues provide a framework for a rigorous and robust moral code at the school. Pupils show respect for each other and their school community. Their behaviour in lessons and around the school is excellent. They work well together in fostering each other's learning, caring for each other, and have a deep understanding and appreciation of the structures within the school and what is required of them.
- The school has successfully created a behaviour code and a reward system linked to the Wiseman virtues. Monitoring of this has enabled the school to focus on areas for development. The school highly values its system of reconciliation and has experienced a significant rise in positive attitudes and behaviour.
- Pastoral care is a great strength of the school. The relentless support of pupils has resulted in the pupil attendance rate being above national average and contributes substantially to the high standard of behaviour. Pupils and parents speak of their happiness in being part of the community of Cardinal Wiseman and the school's witness to the Catholic faith is greatly respected.
- The Emmaus Centre enables pupils experiencing difficulties to be integrated into the school. Staff responsibilities have been adjusted in order to facilitate a consistent and coherent approach to the recognised needs of pupils.
- The school makes extensive provision for chaplaincy. The two lay chaplains work closely with senior leaders and the priest chaplain. They all bring a wide range of

experience to their work and their work is highly valued. As a result of their dedication, there is a fast-growing enthusiasm on the part of the pupils to take part in chaplaincy activities. They are proud to wear the chaplaincy badge and report that it is 'cool' to take part and to volunteer to join projects. As yet, these are mainly initiated by leaders and the chaplaincy team but there is a growing awareness of the need to develop pupil-led initiatives.

- The successful fostering of a Catholic and inclusive community is a firm foundation for the outreach of the school, to the needs of the local and wider area and to international concerns. Overall, over £5,000 was raised for charities in 2017-8. Despite the high levels of deprivation in the local community, pupils express deep concern for those less fortunate, in particular the homeless, refugees, the sick and hungry. They are keen to take part in a range of opportunities for fund-raising for charities, including St Basil's, and planning is in hand for a sleep-out of a large group of volunteers, well exceeding last year's event, which raised over £1,000.
- Pupils testify to the impact of the work with the homeless by their expressions of gratitude for their own lives and by their generosity. This was exemplified during a recent school visit to Liverpool when a pupil spontaneously bought food for a man sitting begging on the street.
- Pupils are very well supported by staff whose personal commitment to the support of the destitute acts as a role model, for example in providing a Christmas tree for St Anne's hostel for the homeless in Digbeth and visiting St Chad's Sanctuary. The school is currently working towards becoming a 'Sanctuary School' in support of refugees. Pupils have gained first-hand information about the plight of Syrian refugees through a visit to the school from refugees now living in Birmingham.
- The school is very supportive of the activities of the local Maryvale community hall, for example in organising and funding a Christmas party for local 'VIPs'. There are links also with the Maryvale Institute, which is used occasionally for meetings and training sessions.
- The Apostolic Core of staff contributes highly to staff spiritual development through its weekly meeting for prayer and discussion, for instance about the life and witness of St John Bosco and the work in schools of the Salesians.
- The school makes good provision for pupil retreats both internal and at diocesan centres. These have a long-term impact in developing spirituality and strengthening the community. Vocation days enable pupils to reflect on their lives and what God is calling them to be. They aspire to careers that often involve helping others. The school has developed links with Oscott seminary and receives seminarians who act as role models in the development of vocational awareness. Pupils highly value the opportunity to listen to outside speakers, including those who speak about vocation.
- Pupils have the opportunity to engage in monitoring, which leads to improvement of the Catholic Life of the school. For example, their recent participation in the audit of the school environment has led to some changes in the dining area, as well as to future planning. Pupils contribute enthusiastically to the displays in the chapel and throughout the building.
- The school works closely with its main feeder primaries through the work of chaplains, through opportunities for joint liturgies and the work of governors. This leads to a smooth transition, enabling pupils to make a secure start to their secondary education. The Year 7 pledge of '15 things to do before leaving school' enables pupils to look forward with ambition to opportunities afforded by the school.
- Relationships and Sex Education is largely delivered in Religious Education lessons. The school is currently revising its policy and there is planned discussion with governors.

- The five saints, who give their names to form groups, are considered role models and pupils are encouraged to research their lives for homework tasks. Corridors and classrooms contain displays of this work, together with reminders of the Wiseman virtues.
- The Catholic Life of the school is supported by a curriculum, which includes work on Catholic social teaching. This is particularly evident in Year 11 where the course 'Caritas in Action' has been taught during the Religious Education lessons since September 2018. This includes topics such as the dignity of the human person, multi-ethnic Britain, moral decision-making, and the option for the poor and vulnerable.
- The Year 7 Religious Education module for 'Becoming Wise' focuses on issues such as leadership, justice, forgiveness and stewardship. Meditation during lessons on the story 'The Island', where 80 people from a cruise liner are left stranded on a desert island and need to rebuild a community, offers an opportunity to develop spirituality and relate the principles of Catholic faith to practice.
- Pupils learn about their roles and responsibilities in twenty-first century Britain through various aspects of the curriculum including Personal, Health and Social Education. There has been a visit to Parliament in Westminster and the School Council has recently been reconstituted.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- School leaders promote the Catholic Life of the school through work with the National School for Formation. This has contributed to the provision of spiritual formation for the whole staff, as well as training in aspects of the Catholic Life of the school, including two weekend visits to Corrymeela, a retreat centre focusing on reconciliation in Northern Ireland.
- Leaders are deeply committed to the development of an inclusive Catholic community and they approach their tasks with energy and determination. They have clear positivity and ambition in their vision for the future of the school. Monitoring and evaluation takes place regularly. Decisions for forward planning are based on the results of surveys and detailed discussion.
- Leaders are successfully developing staff leadership on Catholic Life and the confidence of all staff to be effective role models within the community. Surveys indicate the very high level of staff commitment to the mission of the school. Although this is also the case with pupils, the challenge of developing pupil leaders has not yet been met.
- Governors are both supportive and challenging in their meetings about Catholic Life issues. They are astute in the questions which they pose in committee work, using their expertise and experience for the good of the school. They also monitor and evaluate through their own observations.
- Governors have had close involvement with the development of the school's mission and are passionate about the priority of Catholic education. Vacancies on the governing body have now been filled and there is an awareness of the need for succession planning.
- The governing body works closely with those of feeder Catholic primary schools and this is assisting the development of all-through Catholic education in the area. There has been a significant rise in applications for places at the school due partly to this work.
- The school has developed the means to communicate more effectively with parents and carers by using mobile technology. They are able to track the progress of their

children through the daily reporting of rewards and are engaged in the mission of the school through this link with the virtues.

- Documentation showing the monitoring and evaluation of the Catholic Life of the school by leaders and governors is clear and comprehensive. An audit of spiritual and moral development and vocational awareness across the curriculum was conducted two years ago and leaders are now focusing on a greater integration on the Wiseman virtues into the curriculum. The Physical Education department has already developed some work in this area.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
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

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

- The overriding view of pupils about their Religious Education lessons is that they are very enjoyable. They achieve well because of the purposeful teaching, which enables sound learning.
- On entry to the school, most pupils have achievement levels below the national average. Almost all pupils make excellent progress in Religious Education, which is one of the highest achieving departments in the school. Despite low levels of literacy at the start of Year 7, almost all pupils develop high levels of religious literacy. They are challenged to use theological terminology from Year 7.
- Since the last inspection, the Religious Education department has targeted underachieving groups to very good effect. Planning for improvement has followed careful strategies, including more intensive teaching leading to a Year 10 examination entry, ambitious targets and setting arrangements that allow challenging teaching for the most able. There has also been close attention to supporting pupils who are underachieving with focused interventions.
- In 2018 the school entered both Year 10 and Year 11 for the GCSE examination, with the conviction that Year 10 pupils were 'exam ready'. Although pupils started with low attainment, outcomes in both year groups were in line with national and diocesan averages and progress rates were therefore, very high. In comparison with other schools in the diocese, this was one of the highest and the school has decided to maintain this early entry policy. The school is rightly very proud of the seven pupils who gained the top grade 9.
- The school analyses results forensically each year. In the last three years pupils have generally performed very well in comparison to challenging targets. In 2018, there was broadly equal performance of disadvantaged and non-disadvantaged pupils. Pupils with English as an additional language, as well as those with special needs, exceeded targets. Whilst the performance of boys represents good progress, girls' progress is higher. The department is robust in rectifying this gap by constantly improving standards of teaching.

- In Years 7 and 8 pupils learn rapidly. Through the module 'Becoming Wise' pupils are inducted into the ways of working in Religious Education. It encourages spiritual reflection and the application of learning to daily life, for example in the work based around 'The Island'.
- Teaching in Religious Education by experienced teachers is outstanding. It is adventurous and innovative. The pace is precise and challenging and pupils make rapid progress. The school has successful support structures for less effective teaching. Lessons are consistently well planned to ensure very good progress for all pupils.
- In lessons, pupils are highly engaged in their work. Behaviour in lessons is generally excellent, especially where there are very positive relationships based on a genuine enjoyment of teaching and learning. Pupils are focused on preparing responses to questions in their books, as well as contributing to paired discussion. The teachers' targeted questioning ensures that as many as possible have the chance to contribute to the lessons.
- Pupils approach the challenge of learning about Judaism with obvious enjoyment. Teaching is inspirational and very skilful. It is outstanding in the learning it engenders. It is based on high quality subject knowledge and personal commitment. Judaism is presented as a living faith and appropriate Hebrew terminology is used. The recent visit to a local synagogue, for the whole of Year 10, was highly appreciated by pupils as a support to their learning.
- Teachers cater for the different learning needs of pupils in a variety of ways, including differentiated worksheets and questioning. Pupils willingly support each other in discussion work. Their written work is well presented and there is a clear progression in literacy skills.
- Evaluation of the previous assessment scheme for Religious Education led to a change in approach in September 2018 and this has not yet been embedded. Pupils' books for Years 7 and 8 show that good progress is being made, although the first overall data collection is not made until January and was therefore, not available at the time of the inspection. The department has moved to marking with percentages and the work of groups is monitored to ensure standardised assessment. Pupils know that the percentage mark indicates their standard of work and that the testing in advance of the recording of data indicates their progress. In Years 9 and 10 pupils are aware of their target grade for GCSE and how well they are currently working towards it.
- The Religious Education department has adapted the whole school marking policy. In general books are marked regularly and feedback is given for 'what went well' and 'even better if'. There is an insistence on correct spelling and correct vocabulary. Pupils are given time to write their own improvements to work and this is sometimes extensive and reflective. They are given opportunities to mark their own work and that of other pupils and therefore, develop a critical stance to their work.
- The recommendation in the last inspection, that curriculum for Years 7 and 8 be matched to the Bishops' Conference Curriculum Directory, has been broadly achieved. Pupils have the opportunity also to gain knowledge and understanding as well as to reflect on meaning.

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

- The curriculum for Religious Education does not comply with the requirements of the Bishops' Conference of England and Wales because it does not amount to 10% of curriculum time in Years 7, 8 and 11. The choice to use the 'Becoming Wise'

course in Year 7 and to have early entry for GCSE in Year 10 account for the part of this deficit. The school is aware of the need to increase the curriculum time for Religious Education and the need to recruit another Religious Education teacher.

- Leadership of the Religious Education department is purposeful and highly committed to the raising of achievement. There is regular monitoring of teaching and pupils' work across the department.
- There is a thorough annual review of examination results leading to discussion with senior management and subsequently to forward planning. Documentation is clear and there is transparency in target setting.
- Senior leaders regularly monitor the provision for Religious Education in order to ensure more consistency in teaching and learning. Leaders also work to good effect with external assessors to support teaching in Religious Education where necessary.
- Senior leaders have devised setting strategies with the aim of challenging higher ability pupils from Year 7. This has proved to be successful in raising aspirations to achieving the top grades.
- The recognition of excellent strategies in Religious Education teaching are used to raise standards throughout the school.
- Governors know the strengths and areas for development in Religious Education because they regularly visit the school and the Religious Education department. They have the skills and knowledge to be able to make sound judgements and develop ways to improve. They challenge the school by asking questions based on their own observations and what has been presented to them in reports.

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

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

- There is daily provision for Collective Worship through a weekly assembly for each year group and the daily mid-morning form prayer during 'DEAR' time, when pupils 'drop everything and read'. In addition there are class Masses, liturgies and whole school Masses. Collective Worship is given high priority by staff and pupils recognise prayer as an important aspect of school life.
- During acts of worship, pupils behave with great reverence and respect. Material for the daily prayer, including readings from sacred scripture, is provided by the chaplains and many staff are able to take ownership of the material and make personal witness to the Catholic faith. Some teachers encourage deeper reflection by posing searching questions, for example on the meaning of the Gospel text about being the 'salt of the earth' and what it means to be 'meek'.
- Pupils are required to take turns in leading daily prayer by reading aloud the prayers and reflections on the screen. Preparation of class liturgies takes place during curriculum time. A small group of pupils is led in discussion through the prepared liturgy by one of the chaplains and they are then given roles to deliver the liturgy to the whole group. Pupils respect each other's contribution. The school has ensured a

comprehensive level of provision and involvement of pupils and time is now ripe for the development of pupil initiative.

- Provision for daily prayer includes some of the traditional prayers of the Catholic Church, which the pupils know. Prayer times in November end with a remembrance of the departed and there is always a final prayer asking for the intercession of Cardinal Wiseman. Plans are in place to widen the range of traditional prayers used in worship.
- Since the last inspection the chapel has been substantially refurbished. It is used by a number of pupils and staff each morning for prayer before the Blessed Sacrament and for weekly class Masses. It is respected as an area for quiet prayer and adoration. The school uses the proximity of the local parish church to great advantage for larger scale Masses. Pupils greatly enjoy and respect the beauty of this environment.
- Each classroom contains a 'sacred space' as a focus for prayer, which usually takes the form of a wall display. Through monitoring, the school has recognised inconsistency in provision and although, this has been rectified to a large extent, there is room for further imaginative development.
- The school has a large choir and pupils respond well to the opportunity to sing during liturgies, especially 'My Lighthouse', which is universally enjoyed and a symbolism for faith is developing around that image.
- In line with the school's focus on inclusivity, provision has been made for a quiet room for prayer for pupils of other faiths who wish to pray during the day. This is prominently situated and is appreciated.
- The school makes good provision for the sacrament of reconciliation. The priest chaplain is well supported by deanery priests and pupils take advantage of the opportunity for confession or reflection on their lives.

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

- The chaplains know how to deliver good quality Collective Worship, because of their experience and their regular participation in training. They work successfully with pupils, especially those in the chaplaincy group, to develop prayer and liturgy in an accessible form.
- The chaplains and other leaders make the formation of staff in delivering Collective Worship a high priority. They are supportive and encouraging and staff are gaining the confidence necessary to develop their own strategies and to widen the responsibilities of the pupils.
- Chaplains have a very good understanding of the Church's liturgical year and know how to develop worship in line with the seasons and feasts, for example in maintaining the solemnity of Holy Week before the Easter holidays.
- Leaders regularly consider how pupils can gain confidence to develop their leadership of Collective Worship. An initiative where pupils are asked to lead staff prayer has been very positive.
- There is regular and thorough monitoring and evaluation of Collective Worship by senior leaders and a genuine wish to learn from the results in order to develop future planning. 'DEAR' time and assemblies are under constant review. Forward planning begins with an acknowledgement of where there is scope for further development and proceeds with detailed planning, for example in gaining written governors' monitoring evidence of assemblies and developing a prayer book for pupils to use at home.
- Governors promote high standards of Collective Worship through work with primary schools. They monitor and evaluate the larger scale events in particular and feed

back to committees, praising for instance the musical performance of a pupil at the end of a Mass in church as an example of how pupils can make their own undirected and meaningful contribution to worship.

SCHOOL DETAILS

Unique reference number	103539
Local authority	Birmingham
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Secondary
School category	Voluntary Aided
Age range	11-16
Gender of pupils	Mixed
Number of pupils on roll	631
Appropriate authority	The governing body
Chair	Dr Penny Manford
Acting headteacher	Rob Swanwick
Telephone number	0121 360 6383
Website address	https://cardinalwiseman.net
Email address	enquiry@cardinalwiseman.net
Date of previous inspection	13 th -14 th November 2013

INFORMATION ABOUT THIS SCHOOL

- Cardinal Wiseman Catholic School is a smaller than average sized school, located in the north of Birmingham. The school serves the parishes of Christ the King and Our Lady of the Assumption, Kingstanding, which are areas of high deprivation affecting the lives of many of the pupils.
- The percentage of baptised Catholic pupils on roll is 31%.
- The percentage of disadvantaged pupils is significantly above the national average.
- The percentage of pupils with special educational needs and disabilities is slightly below the national average.
- The percentage of pupils from minority ethnic origins is well above the national average.
- The percentage of pupils with English as an additional language is higher than the national average
- Attainment of pupils on entry in Year 7 is significantly below the national average.
- Following the resignation of the headteacher, the deputy headteacher is the acting headteacher and the school is seeking to recruit a new headteacher. In recent years, the governing body had reconstituted itself twice. The chair of governors has recently stepped down and in his place is an acting chair of governors. The school has changed its name, badge and motto. The school has admitted an additional 30 pupils into the current Year 7 beyond the Published Admission Number (PAN) following a higher than usual number of applications.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Janet Mellor and Chris Martin with one inspector shadowing – Francis Waugh.
- 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 8 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 a 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 experience of Collective Worship.
- Meetings were held with governors, including the chair of governors and the Catholic Life link governor, the acting headteacher who was previously the person in charge of the Catholic Life of the school (PICCLS), the head of the Religious Education department, the two lay chaplains, the parish priest who is the priest chaplain, groups of pupils, parents, data managers and teachers from a range of subjects.
- The inspectors attended eight sessions of form Collective Worship, a form liturgy in the school chapel, staff prayer, and undertook learning walks of the school with pupils and teachers to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a wide 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, and teachers' planning as well as monitoring and survey reports.