



# Archdiocese of Birmingham

## Section 48 Inspection

### **OUR LADY & ST CHAD CATHOLIC ACADEMY**

### **Part of the Pope John XXIII Multi-Academy Company**

Old Fallings Lane, Wolverhampton, WV10 8BL

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Inspection date	5 <sup>th</sup> – 6 <sup>th</sup> July 2017
Reporting Inspector	Mrs Rachel Waugh
Assisting Inspector	Mrs Maureen O'Leary
Shadow Inspector	Miss Alex Darby

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Academy
Age range of pupils	11-18 years
Number on roll	831
Appropriate authority	Board of Directors
Chair of Academy Committee	Ian Middleton
Telephone number	01902 558250
E-mail address	info@olscmail.org.uk
Date of previous inspection	30 <sup>th</sup> – 31 <sup>st</sup> May 2012
DFE School Number	336/4606
Unique Reference Number	141802

**Headteacher** **Miss Toni Ellis**

Previous inspection: Good

This inspection: Good

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DIOCESAN EDUCATION SERVICE



**MAKING CHRIST KNOWN TODAY**

## Evidence

- The inspection was carried out by two Diocesan inspectors and a shadow inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across 11 RE 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, worship, and the impact of teaching on their learning over time.
- Meetings were held with members of the academy committee, the principal and members of the senior leadership team (SLT), the person in charge of Catholic life of the school (PICCLS), the RE subject leader and the priest chaplain.
- The inspectors attended a voluntary Mass, year assembly, house tutor time and chapel time, conducted a tour of the school, and met with a range of staff from departments across the school.
- The inspectors reviewed a range of documents including the school's self - evaluation, data about pupils' attainment and progress, RAISEonline, the school development plan and teachers' planning.

## Information about the school

- The school converted to a multi-academy company in March 2015 with Holy Rosary, St Mary's and Corpus Christi primary schools.
- The academy serves the parishes of Our Lady and Perpetual Succour, St Anthony of Padua, St Patrick's and Corpus Christi, Wolverhampton.
- The academy is a smaller than average-sized secondary school with a small sixth form. The school is growing in popularity and is currently oversubscribed for entry to Year 7.
- The majority of pupils come from white British backgrounds. The proportion of pupils from: minority ethnic backgrounds, those who speak English as an additional language, those who are supported through pupil premium, those with special educational needs or disabilities (SEND) are all above the national average.
- Prior attainment of pupils starting the school is significantly below national averages. Pupils come from 32 primary schools. The number of mid-term arrivals and hard to place pupils is significant.
- The current leadership group has led the school since 2013, with the current principal in post from September 2014.
- School leadership has worked tirelessly to overcome recruitment challenges and to accommodate staff maternity leave during the academic year. As a result, they have now established very secure staffing for the RE department.
- The school is a Sports College.

## Main Findings

- The Catholic life of Our Lady and St Chad Catholic Academy is outstanding, primarily, although not exclusively, due to the witness, drive and commitment of a highly visible and dedicated senior leadership team. The ethos of the

school and priorities for development are deeply rooted in its Catholic mission in education.

- The pastoral care at Our Lady and St Chad Catholic Academy is outstanding, with a thorough commitment to each and every student and their development as a child of God.
- Collective worship is good with some outstanding features. Collective worship is routinely carried out in a range of formats. There is some outstanding practice, although there is also a need to further develop house tutor time to ensure a deeper spiritual experience for all pupils.
- Religious education is good. Religious education is benefitting from stable leadership where monitoring and evaluation is routinely informing planning and development. The school has clearly identified that current performance is below diocesan and national expectations. All leaders and staff are focused on and committed to raising standards and attainment.
- Standards in teaching and learning are good. Assessment and moderation are informing progress and intervention. The curriculum meets the needs of learners and fulfils canonical expectations.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- The Catholic life of Our Lady and St Chad Catholic Academy is outstanding.
- Pupils take on leadership roles and have an involvement in shaping the religious character of the school. This role is most notable in the development of the Next Chapter pupil group, which is influencing the spiritual opportunities and Catholic life of the school. Pupils contribute well to the evaluation of Catholic life. They are incredibly proud of their backgrounds and all beliefs are embraced.
- Pupils listen, give thanks and have a clear sense of forgiveness, which is modelled by the staff. Pupils express their views and beliefs with reason and confidence. The values of the school reflect the teachings of Christ and are known by pupils and staff.
- The school uses a variety of very good strategies to inform pupils about Catholic values, specifically to embed their mission statement as well as the MAC virtues. Staff and pupils should secure clarity on the specific values associated with Our Lady and St Chad Catholic Academy, and how pupils are taught about them, through a review of the mission statement and motto.
- Pupils treat each other with high levels of respect. The pupils have a clear moral sense which is modelled and lived in accordance with Christ's teachings.
- Relationships between staff and pupils show genuine care and concern; they are underpinned by an uncompromising aspiration for pupils by staff.
- The response of the entire community to the tragic death of a student reflects the supportive relationships that are prevalent in the school. The prayer garden and charity events, in response to this tragedy, demonstrate the heartfelt care and compassion of the entire school community.
- The pastoral care at Our Lady and St Chad Catholic Academy's is outstanding, especially for the most vulnerable pupils. The dedicated support of staff enables many pupils to develop their self-belief in their ability to achieve academically and to grow as responsible young adults.
- Pupils have a strong sense of vocational awareness and this is supported by the great witness of faith among staff.

- Pupils welcome the opportunity to challenge questions of meaning and purpose. They are especially grateful for this opportunity within RE. There are opportunities provided by staff to develop the spiritual awareness of pupils in other areas of the curriculum. However, it is important that spiritual awareness is made explicit to pupils in other curriculum areas.
- There is a clear mission of evangelising and making Christ known to each and every student. The directors and chaplain wholeheartedly support the staff and pupils in the development of the whole person.
- Collective worship at Our Lady and St Chad Catholic Academy is good, with some outstanding features.
- There are a range and variety of collective worship opportunities offered to pupils. Acts of worship in assembly are powerful and make the teachings of the Church relevant to the lives of pupils. All pupils act with reverence and are keen to participate.
- House tutor and chapel time collective worship are seen as unique opportunities to further develop the values of the school in light of Catholic teaching.
- Appropriate resources are provided to support staff when delivering collective worship during tutor time. All staff are committed to providing high quality collective worship and there is some excellent practice, including that led by members of staff of other non-Christian religions. However, some practice needs to be developed further in order to ensure it is a truly spiritual experience for all pupils.
- The Eucharist is held in reverence and the Next Chapter are driving the popularity and engagement of pupils with the voluntary weekly Mass. The school should consider, in collaboration with the priest chaplain, the possibility of extending the opportunities for all pupils to experience Holy Mass more regularly.
- The Next Chapter group are regularly involved with preparing and leading worship. This should be broadened to routinely include all house tutor groups. Equally, the leadership opportunities of the Next Chapter should continue to expand to engage more pupils from the school community.
- The introduction of the Angelus provides a traditional focus for prayer alongside the daily feast days and a range of worship on offer. Pupils of all faiths and beliefs, and none demonstrate respect in times of prayer. Pupils reflect in silence and join in community prayers with confidence.
- The learning environment supports collective worship with visible prayer corners, statues and house saints included in the environment. The liturgical year is evidently known and understood by the pupils and is supported by appropriate displays.
- The priest chaplain is a passionate advocate of the school and is willing to support the school further, especially in developing links with the parish.
- Collective worship is monitored and evaluated effectively.
- To compliment the good work that is already being undertaken the school is rightly considering the appointment of a lay chaplain.

## **LEADERSHIP**

### **Leadership of Catholic life and Collective Worship**

- The leadership of Catholic life and collective worship is outstanding.
- The school's leadership is deeply committed to the Church's mission in education. The senior leadership team of the school are a powerful witness to Christ's mission. They lead by example and firmly model the vocation of

educators in a Catholic setting. Their commitment to the pupils is exemplary. This is evident in the extensive presence of the senior leadership team at the Year 6 Confirmation, in order to support the future generations of Our Lady and St Chad Catholic Academy in their spiritual development.

- Senior leaders are a source of inspiration to the whole community. Consequently, the number of parents and carers from the local parishes and community choosing the school as their first choice for secondary education is currently increasing.
- The Catholic mission of the school is central to every decision made by all school leaders and Catholic education is given the highest importance. The Catholic mission of the school is a priority in the improvement plan and self-evaluation documentation. The senior leadership team know the school well and are steadfast in addressing issues that need improvement for the benefit of pupils.
- The move to the 'school within a school system' has allowed for greater clarity in terms of the development of the whole person, with effective staff driving standards and expectations related to personal development and growth.
- Catholic partnership with other secondary schools is valued by senior leaders in order to drive improvement in the school.
- The PICCLS has a clear vision for Catholic life and collective worship and is skilled in developing this across the school. The strategic organisation of leadership responsibilities and the school within a school has enabled the PICCLS role to have even greater impact on Catholic life and collective worship across the school.
- Governors are passionate about and loyal to the school. They have an understanding of the strengths and areas to develop in Catholic life and RE. However, there is a need to ensure the governors can articulate with greater clarity, the specific developments the school is addressing, especially in relation to the strategic monitoring and evaluation of Catholic life and RE.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- Leadership, outcomes and provision in RE are all good. The new head of department is raising the standards of teaching and learning. Routine monitoring and evaluation is in place, which is allowing for ongoing developments and improvement and is informing the RE development plan. The curriculum lead has a clear and accurate diagnosis of the department's strengths and weaknesses and plans are in place to address weaknesses.
- Attainment and progress in RE at GCSE is currently below national and diocesan averages and A-level is in line with national and diocesan averages.
- Pupils are aware of their targets and their current performance. They have an understanding of their predicted final outcomes which underpins their progress. Outcomes in RE are comparable with like subjects.
- Planning responds to the findings of assessment data. Staff work collectively under the guidance of the subject lead to plan, assess and moderate pupils' work. The findings are incorporated into planning and intervention.
- Predicted outcomes are improving and there has been extensive intervention to support pupils. These include bespoke programs of study, homework books, exam seating strategies from Year 7 and the popular 'Night Club' where pupils are able to study in a supportive environment. Pupils have responded well to these initiatives and recognise the significant contribution

they have made to their skills, ability and confidence. Progress is monitored carefully in line with all other subjects.

- Governors have oversight of RE. However, they need a more thorough understanding of standards within RE and the developments that are needed for the school to be at the expected standards. The governors have supported the school in securely staffing the RE department in order to improve standards.
- Gap tasks provided through teachers' marking have the potential to develop pupils' learning, although consistency in the quality and response of pupils needs to be developed further.
- Within lessons progress is measured by bronze, silver and gold objectives. Care should be taken for pupils to be exposed to the gold objectives and all pupils should consistently be encouraged to challenge themselves. The progress of pupils has yet to be realised fully in external examination results. However, the school has clear strategies in place to improve standards.
- The introduction of ISA tasks (independent study assignments) responds to the needs of pupils, parents and teachers and is cultivating a greater work ethic outside of the classroom.
- The department is clearly aware of the progress of all groups of pupils, especially disadvantaged and SEN pupils. An extensive intervention programme is used to support pupils who are not on track to meet their expected targets.
- Pupils are keen to do well and exemplify good behaviour for learning. They are eager to participate and respond well to the recently adopted active learning principles adopted across the school. Pupils are actively engaged in pair and share activities, exploring images and interpreting sources. Focus should be given to mastery alongside the active engagement of pupils. Pupils work well in collaboration but are also encouraged to work as independent learners.
- Nearly all the teaching is effective in ensuring interest and progress. Assessment procedures, shared marking and moderation is effective in supporting teachers to develop learning.
- Teachers have strong subject knowledge which has been enhanced by appropriate professional development. As a result, staff have been well prepared to teach elements of the new curriculum not previously taught, such as Judaism.
- Feedback to pupils is in line with the school assessment policy and RE is leading the way in exemplifying best practice. Diagnostic analysis of assessments allows for targetted interventions. In a few instances gap tasks do not move learning forward or are left without student response. The school should continue in its efforts to ensure consistency of teaching. This could be supported through sharing the excellent practice of teachers across the department.
- Pupils are well supported by teachers both within and beyond lesson time. Regular plenary and review tasks are embedded into learning and inform pupils of progress.
- The religious education curriculum is imaginative and engaging and fulfils canonical expectations. Care has been taken to make appropriate decisions regarding curriculum at GCSE and A-level to meet the needs of the pupils. Uptake at A-level is small but steady.
- There is a collaborative approach to the development of schemes of learning and planning to ensure an engaging and appropriate curriculum.
- The religious education curriculum provides good opportunities for spiritual, moral and vocational learning. Teachers across the school recognise their

role in supporting the spiritual, moral and vocational development of pupils. Pupils highly value the spiritual opportunities offered within RE.

- The curriculum raises pupils' awareness of other faiths and beliefs.
- Sex Education is appropriate as the school follows the 'All that I am' program of study within RE, which is supported by the Science curriculum. The Ten, Ten theatre company is involved with supporting the spiritual and moral development of pupils in this area.

## **Recommendations**

### **In order to improve the school should:**

- To secure clarity on pupils' understanding on the specific values associated with Our Lady and St Chad Catholic Academy through the review of the mission statement and motto.
- Consistently provide a truly spiritual experience for all pupils during tutor time collective worship.
- To raise standards in progress and attainment through continued monitoring and evaluation, consistency in assessment, high quality teaching and learning, and an uncompromising drive and challenge for all pupils.