



Archdiocese of Birmingham

Section 48 Inspection Report

PAINSLY CATHOLIC COLLEGE

Part of the Painsley Catholic Academy

Station Road, Cheadle, Staffordshire, ST10 1LH

Inspection dates:

17th & 18th May 2018

Lead Inspector:

Ben McArdle

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an outstanding Catholic school because:

- Catholic Life is given the highest priority in terms of resourcing and profile. Stakeholders at all levels routinely and proactively take responsibility for its leadership and evaluation. It is a core part of every aspect of school life and its curriculum.
- Outcomes in Religious Education are among the highest in the Archdiocese of Birmingham. Almost all pupils attain results at least in line and often exceeding national and diocesan expectations and make excellent progress from their varied starting points. When slower than anticipated progress is identified, action plans are put into place, which have rapid impact on outcomes for pupils.
- Collective Worship is at the heart of the community. It is central to the daily life of the school and is valued by pupils and staff, who work tirelessly to ensure that the school's provision enables the whole community to authentically encounter Christ.

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

- Further promote the role of Sixth Form students as spiritual leaders within the school and wider community.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
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 outstanding.
- The school's mission statement is a clear and inspiring expression of the Church's mission in education. Consequently, pupils and staff are highly motivated to grow together in faith, knowledge and understanding whilst being outward-looking witnesses to the community.
- Catholic Life is the highest priority for all staff. It permeates their daily work, as demonstrated in the school's holistic pastoral system which subsequently helps pupils to appreciate the school's motto to 'know yourself'.
- The mission of the school is overtly and proudly Catholic. It is embedded across every aspect of school life and its curriculum. As a result, pupils can speak spontaneously, with confidence and respect, about its foundational role within school; they readily give examples of how they live this mission.
- Pupils value being part of this Catholic community and many take a leading role in activities which promote the Catholic Life and mission of the school. For example, a pupil in Year 8 has launched a People of Positivity club in order to ensure that there is a high profile, active witness to the school's mission to 'value and respect every person as a child of God.'
- Pupils are routinely involved in the school's evaluation of Catholic Life. They speak with conviction about the role they play in shaping and further improving the high-quality provision for Catholic Life.
- The school's designation as a UNICEF Rights Respecting School is a testament not only to its commitment to educating all about the rights of the child, but also to its modelling of effective working relationships between staff and pupils.
- Staff demonstrate the highest levels of professionalism and courtesy. This is mirrored in the pupils' relationships with them. They show tremendous commitment to and pride in their Catholic school. Senior leaders have high expectations of staff and monitor and evaluate regularly to ensure these expectations are met.
- The behaviour of pupils is exemplary. There is a strong spirit of co-operation and mutual support during lessons and around the school site. Older pupils understand the impact of their personal example on younger pupils and are committed to being positive role models.

- The contribution that pupils make to the Catholic Life of the school is exceptional. They are reflective and enquiring and show a strong sense of personal worth. Pupils' respect for others is abundantly evident in the success of their charitable fundraising efforts.
- There is a rich programme of chaplaincy visits and retreats, which pupils participate in enthusiastically and reverently. The value pupils place on these is demonstrated by their hard work in fundraising and raising awareness, including outreach in their feeder schools.
- Chaplaincy provision in the school is outstanding. It caters for the varied needs of all stakeholders by equipping them to access the teachings of Jesus Christ and challenging them to apply these to their own lives.
- The school's systems for pastoral care are highly valued by pupils. The work of the priest and lay chaplain is exemplary and makes a significant impact on the ethos of the school. Pupils speak with passion about the wide variety of ways that their moral and spiritual development is nurtured.
- Pupils' appreciation of the school's chaplaincy has been demonstrated by their leadership of it during the temporary absence of a key member of staff. Pupils have ensured that all chaplaincy activities have continued and evolved, as they recognise and sincerely value the impact it has on them.
- Provision for the moral and spiritual development of pupils and staff is catered for through an extensive programme of retreats, pilgrimages and pastoral days. Pupils and staff are proud to discuss their faith and their own faith journeys. This reflects the inclusive culture of the school, which nurtures and supports each individual.
- Pupils at all stages of development are happy and secure in their emotional and spiritual growth. They are confident that their needs are met and value that they have a voice to express their opinions.
- Pupils have a very strong awareness of God's call in their lives and aspire to be proactive witnesses to the community. For example, pupils who partake in the diocesan pilgrimage to Lourdes visit other schools in the Multi Academy Company (MAC) to talk about their discernment and experience of serving the less fortunate.
- The school regularly hosts meetings for representatives from local parishes, which is chaired by the priest chaplain. Parishioners report on the proactive and prolific involvement of pupils and students in their parishes and communities. As a result of the school's robustly lived mission, pupils give witness by organising Masses and other acts of worship, fundraising for retreats and pilgrimages, planning children's liturgies and harvest festivals and by participating in the Timothy Project.
- Students in the newly created Sixth Form value the school's inclusive environment; they believe that everyone is valued as a creation of God and is encouraged to fulfil their academic and spiritual potential. This new Sixth Form already provides good opportunities for its students to lead the school's younger pupils.
- The school's physical environment is proudly Catholic. Prayer corners are found in all classrooms. Pupils have contributed to the expression of faith in the school environment. For example, a pupil designed a window graphic illustrating the school's witness to the community.
- Catholic social teaching is at the heart of Painsley Catholic College. The school's approach to both Catholic Life and Collective Worship ensures that pupils are exposed to a range of teachings which are made accessible and pertinent to their life experience, including in the delivery of Relationships and Sex Education.

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

- Governors are very well informed and engaged with the Catholic Life of the school. Their enthusiastic commitment and varied range of expertise are used to good effect in determining the direction of the Catholic Life of the school.
- Governors take seriously the discharge of their statutory and canonical duties.
- Relationships between the leadership of the school and governors are robust, facilitating a constant cycle of review and improvement. Evidence collated by them is analysed with other governors in order to ensure that it will lead to effective improvement planning that will continue to drive the school forward.
- The Mission and Strategy Committee leads in the promotion, monitoring and evaluation of the school's Catholic Life. As a result of their regular visits to school, they are able to effectively support and challenge leaders.
- Governors complete their own self-evaluation of the school's Catholic Life, which is then compared to senior leaders' self-evaluation. The agreement in findings has accurately led governors to state that they have total faith in the leadership of the school. Governors, rightly, view the commitment of senior leaders and the chaplaincy team as a key strength of the school.
- Senior leaders, including the Person in Charge of the Catholic Life of the School (PICCLS), are committed to equipping every member of staff to fully share in the Catholic Life of the school. Effective continuing professional development includes a comprehensive induction programme for all staff and staff's expertise is effectively shared amongst colleagues. As a direct result, each department is enabled to produce varied lesson starters to further promote the Catholic Life of the school by linking the theme of the most recent Sunday Gospel to their curriculum area. Pupils regard these starters as integral elements of their curriculum.
- Leaders ensure that the views of parents are regularly sought and taken into consideration when planning improvements. The school adopts an open-door policy for encouraging parental engagement in addition to formalised, targeted opportunities. As a result, data collated by leaders demonstrates the overwhelming support and contentment of parents for their children's Catholic education.
- Painsley Catholic College fully implements the decisions of the Diocesan Bishop relating to Catholic Life. The school actively promotes his vision for the diocese by embedding Gospel Values at the heart of everything it does.

RELIGIOUS EDUCATION

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

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

- Religious Education at Painsley Catholic College is outstanding.
- Pupil progress at key stages 3 and 4 is excellent. Whatever their starting point, almost all groups of learners far exceed their expected outcomes.

- The progress of students in key stage 5, while not yet as strong as that of younger pupils, remains in line with national averages. Painsley Catholic College launched a new Sixth Form in September 2017 having previously been part of a consortium style Sixth Form that was shared with two other institutions. Since launching the new Sixth Form there is clear and convincing evidence to suggest that progress in A-level RE is improving.
- Pupils' attainment in key stage 4 is significantly above both diocesan and national averages. In key stage 5, students' attainment is in line with the diocesan and national averages.
- Pupils with special educational needs and disabilities (SEND) are exceptionally well supported. Teaching and learning is clearly adapted to cater for their needs.
- Additional staff are used effectively to enhance progress, ensuring that no pupil is disadvantaged due to their starting point. During the inspection, excellent practice was observed. A teaching assistant scaffolded questioning in a way that enabled a pupil, who initially found a task daunting, to excel and write a sophisticated response to the teacher's question. The encouragement and expert remodelling offered is typical of all Religious Education lessons.
- Challenge in lessons is consistent among all groups. High expectations are set for every group. The inclusion of 'stretch and challenge activities' is evident in all teaching groups, including SEND.
- Pupils love their Religious Education lessons. As a direct result of their teachers' passion and highly skilled delivery, pupils are exceptionally motivated to learn and their behaviour in lessons is outstanding.
- Pupils' knowledge and understanding is strong. They are able to succinctly articulate religious teachings and perspectives on a variety of issues. As a result, their enthusiasm and determination to succeed is further heightened.
- Collaborative work is embedded in the Religious Education curriculum. Consequently, pupils are engaged in their learning and eager to share their understanding with others. This is used to great effect in developing pupils' evaluative responses.
- Pupils are aware of the role faith plays in their daily lives. They readily give examples of their faith in action. They speak candidly of their determination to become better people and how their Religious Education helps their spiritual and moral development.
- Written work in pupils' books is of a consistently high quality. Great care is taken by pupils to label and present their work clearly so that it supports effective revision for examinations. Standards of presentation and quality of extended writing in Religious Education are comparable to other core subjects in the school.
- Religious Education lessons are well crafted to ensure that pupils' attention is constantly focused on making progress. As a result of effective challenge and support across the department, teaching is always at least good, and is often outstanding.
- Rigorous assessment ensures that pupils are extremely well prepared for public examination. Sufficient emphasis is placed on developing pupils' evaluative skills and their ability to substantiate personal opinions with reference to sources of religious authority. Consequently, the school achieves exceptional results.
- Staff are generous of their time in offering catch-up and support sessions to further facilitate progress. Pupils speak highly of their teachers in this respect.
- High standards of teaching and learning underpin the department's excellent academic outcomes. Lessons are extremely well planned and delivered.
- Teachers have a high level of subject expertise and use a wide variety of strategies to promote effective learning. This results in high levels of pupil motivation and confidence in their learning.
- Time management is highly effective. High quality resources optimise learning and meaningful feedback is evident in each year group.

- Teachers give pupils positive affirmation frequently and ensure that their high expectations are met.
- Because of teachers' consistent approach to assessment, all pupils are able to identify the next steps they need to take in order to make further progress.
- Success criteria are used consistently across the Religious Education department so that all pupils know precisely what they need to do in order to secure their target grades. Pupils are well skilled in referring to them when completing classwork and homework to check their work meets teachers' expectations.
- The Religious Education department's use of 'follow-up tasks' ensure that pupils actively engage with written feedback. This feedback challenges them to either consolidate their learning at their current level, or to aim for the next level of achievement.

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

- Leaders and governors fully meet the Bishops' requirements for Religious Education: appropriate syllabi and specifications are taught.
- Pupils receive the 10% entitlement of timetabled Religious Education lessons in the main school and the 5% entitlement in the Sixth Form.
- Religious Education enjoys financial parity with other core departments.
- Leaders' and governors' self-evaluation of Religious Education is thorough. Monitoring is frequent and rigorous; appropriate action plans are put in place to secure further improvement.
- Monitoring and evaluation is regular and planned. Senior leaders and governors routinely check the quality of work being undertaken by pupils and the quality of feedback offered by pupils and the outcomes of assessments. As a result of these thorough systems for monitoring, the success of the Religious Education department compares well to the performance of other subjects within the school.
- The subject leader has a strong vision about how to develop Religious Education and ensures that all members of the department are equipped to deliver it. She is passionate about the entitlement of pupils and committed to ensuring their spiritual and moral development. This is reflected in the exceptionally strong examination results.

COLLECTIVE WORSHIP

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

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship is outstanding.
- Pupil participation in Collective Worship is exemplary. They show a deep respect and reverence during worship.

- All pupils enjoy a wide variety of opportunities to worship together. Since the last inspection, there has been a conscious and highly successful effort by the school to ensure that pupils are exposed to both traditional and more contemporary prayer styles. For example, prayers in lessons, whilst traditional, are often supported with recent Catholic Social Teaching from Pope Francis, and the Glorify group meets regularly to praise God by using their musical talents.
- Students and pupils are confident leaders in creating prayer opportunities and liturgies. They take great care and pride in preparing prayers of petition and intercession. Consequently, participation in and reverence for voluntary acts of worship is high.
- All members of the community are considerate to the needs of each other. As a result, they readily pray appropriate spontaneous prayers for the needs of their peers, making Painsley Catholic College a joyful place of prayer in which everyone is valued.
- Pupils value the school's inclusive ethos. It is clearly a catalyst for inspiring pupils and students on a daily basis.
- The celebration of the Liturgical Year is deeply embedded in school life. Acts of Collective Worship are thoughtfully planned well in advance. As a result, the life of the Church is presented to everyone in an inspiring way, which pupils perceive as relevant to their personal lives.
- Collective Worship is central to the daily life of the school. Themes for prayer reflect Gospel values and follow the liturgical seasons. Pupils' heightened awareness and understanding of the life of the Church is the direct result of the extensive and meticulous planning undertaken by the PICCLS and chaplaincy team.
- Senior leaders view Collective Worship and the provision of high quality experiences as a priority for the school. They are firmly committed to providing the necessary level of resourcing and support to the chaplaincy team.
- Staff are well supported in developing the knowledge, understanding and skills needed to deliver a variety of Collective Worship opportunities. Senior leaders and the PICCLS rigorously monitor the quality of Collective Worship across the school. This results in staff being able to support pupils to plan and deliver heartfelt acts of Collective Worship.
- The lay chaplain and priest chaplain are passionate about ensuring that quality Collective Worship is delivered in this school. Strong teamwork ensures that pupils have access to expert advice and support when planning their own acts of Collective Worship.
- The chaplains offer strong pastoral support to students and staff, which is highly valued. They are viewed by all stakeholders as the bedrock of the school community, providing a rich source of spiritual and pastoral guidance.
- Pupils demonstrate a deep sense of respect for those of other faiths and inspire their peers. Pupils readily give examples of spiritual inspiration gained from each other and staff.

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

- Leaders and managers are proactive, visible and passionate about ensuring access to the highest quality of Collective Worship for all. They are experts in planning and delivering quality worship which is central to the life of the school.
- A wide variety of types of worship is made accessible to pupils through a range of media. As a result, dynamic, uplifting and inspiring prayer enables pupils and staff to proactively raise their hearts and minds to God.
- The contribution of pupils to the leadership of prayer is outstanding. A heavily oversubscribed Chaplaincy Crew take responsibility, under the leadership of the lay

chaplain, for shaping whole school worship through the weekly 'Act of Worship'. Pupils are given a theme to prepare an extended liturgy about, for which they have the freedom to plan an act of Collective Worship in a style of their choosing.

- The introduction of Emmaus Time since the last inspection was the direct result of the school's monitoring and evaluation. As a result, Collective Worship is now sharply focussed on the liturgical life of the Church and its purpose is to make the Gospel values explicit to pupils in a way that engages them with the Faith. Subsequent monitoring and evaluation shows that this has led to a highly valued daily experience of prayer for all members of the community.
- The professional development of the staff is a key priority of the school. Senior leaders rightly believe that the school's excellent provision of Collective Worship is a result of regular, quality staff training. Pupils therefore have inspiring adult role models to help them to become effective peer leaders of Collective Worship.
- School leaders are the driving force in the school's improvement journey. Self-evaluation is routine, accurate and rigorous. There are clear systems in place for parents, staff and pupils to make their views known.
- Improvement planning documentation includes clear objectives, necessary resources, likely timescales and anticipated impacts. Consequently, it is efficient and effective.

SCHOOL DETAILS

Unique reference number	138729
Local authority	Staffordshire
<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	Academy
Age range	11-18
Gender of pupils	Mixed
Number of pupils on roll	1261
Appropriate authority	Board of Directors
Chair of the local academy committee	Mr Peter Wilks
Headteacher	Mr Stephen Bell
Telephone number	01538 714944
Website address	www.painsley.co.uk
Email address	office@painsley.staffs.sch.uk
Date of previous inspection	16 May 2013

INFORMATION ABOUT THIS SCHOOL

- The school is situated in Cheadle and serves the parishes of: St Giles, Cheadle; St Thomas', Tean; St John's, Alton; St Filumena's, Caverswall; St Mary's, Uttoxeter and St Mary's, Leek.
- The school currently has 52% Catholic pupils.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with SEND is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is lower than the national average.
- Attainment of pupils on entry in Year 7 is above the national average.
- The school started its own Sixth Form in September 2017.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Ben McArdle and Philomena Mullins.
- 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. All 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 the Chair of the Board of Directors, a director, the principal and vice principal, the Religious Education subject leader and PICCLS, lay chaplain and priest chaplain.
- The inspectors attended five voluntary acts of Collective Worship, a Mass, a liturgical music session, a meeting with local parish links, a pupil-led peer session and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school 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 and Catholic Life action plans, teachers' planning and learning journals.