
The Diocese of Hallam

The Diocesan Inspection of the Catholic Life of the School and Religious Education

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**THE DIOCESAN INSPECTION OF THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

THE MCAULEY CATHOLIC HIGH SCHOOL

School URN	106810
Name of Chair of Governors	Dr Patrick Hurley
Name of Head teacher	Mrs Catherine Brown
Date of inspection	September 19 2014
Section 48 Inspectors	Mr Tom Moore and Mrs Deirdre Cleary

“ An enthusiasm for the things of God”

Introduction

The Inspection of the McAuley Catholic High School, a Catholic Voluntary Academy, has been carried out in accordance with the Diocese of Hallam Framework and Schedule for Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

The McAuley Catholic High school serves the Borough of Doncaster and its surrounding areas, stretching from Conisbrough in the West to Haxey in the East and from Askern to the North of the city to as far south as Retford and Harworth in Nottinghamshire.

The school serves 11 Catholic primary schools and takes students from many other local primaries in accordance with the admissions criteria.

64% of students and 42% of staff are Catholic, whilst 3% of the school's intake is from other Faith backgrounds, with 28% being from other Christian denominations.

The socio economic background of the catchment area varies considerably and covers some of the most deprived areas in the Doncaster Local Authority and Nottinghamshire as well as some areas of greater affluence.

Type of School	A co-educational Catholic High School
Age profile of students	11 to 18
Number on roll	1762
Number of students on Special Needs and Disabilities Register	233
Number of students with a Statement of Special Educational Needs	25
Number of Catholics on roll	1064
Number of Other Christian Denominations	504
Number of other Faiths No religious affiliation	69
School Address	Cantley lane, Doncaster, DN3 3QF
Telephone Number	01302 537396
Fax Number	01302537891
Email	head@mcauley.org.uk
School Website	www.mcauley.doncaster.sch.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

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THE PROVISION FOR CATHOLIC EDUCATION

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LEADERS AND MANAGERS

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OVERALL EFFECTIVENESS:

1

How effective the school is in providing Catholic Education.

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Requires Improvement in order to be good, 4 is Inadequate

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

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.	2
How well pupils respond to and participate in the schools' Collective Worship	1

The extent to which pupils contribute to and benefit from the Catholic life of the school is Outstanding

A real strength of The McAuley Catholic High School is the way in which the students contribute to and benefit from its distinctive Catholic ethos. They are proud of the school and what it stands for and benefit hugely from being part of it. They are able to enunciate the differences between their school and other schools in the area. Under the direction of the lay chaplain there is a genuine involvement of the pupils in Masses and Liturgies. During the visit, the inspectors observed two Acts of Worship. One was for Year 11 and the other for Year 7. Both were delivered by Sixth Form students and both took CAFOD as the theme. In the former there was a good mixture of homily, psalm and prayer. In the latter it was impressive to see and hear the addition of a hymn to the programme. In both gatherings the pupils were respectful and engaged. They are at ease when praying as a school community and are familiar with traditional Catholic prayers but are also able to compose prayers of their own. The physical constraints however of the assembly hall in the upper school site meant that there was some distraction when students exited classrooms leading out onto the balcony areas above the hall. Retreats to Savio House and to Anglesey are popular and it is refreshing to hear that both governors and Sixth formers are involved in their delivery. The views of individuals from all backgrounds and ages are respected and encouraged. Students who have joined the school after Year 7 can articulate the welcome and support that they received and feel that they belong to a distinctive Catholic community.

How well pupils achieve and enjoy their learning in Religious Education. GOOD.

Pupils achieve well in Religious Education. The quality of learning and progress made by most pupils, and groups of pupils, is good at Key Stage 4 but weaker at Key Stage 3. In year 9 the number of pupils making two sub levels of progress is disappointing yet staff indicate that the majority are making satisfactory progress relative to their making three levels of progress by the end of the Key Stage. The Department would benefit from further work on levelling and on ensuring that the data is robust.

At Key Stage 4, the percentage of students achieving an A*-C grade in the subject has risen from 67% in 2012 to 71% in 2014, and the percentage achieving an A*-A grade has risen from 16% to 22%. In each of these three years, the very weakest students were extracted from the full GCSE course (the COPE cohort) in order that they could follow a curriculum more tailored to their needs. By 2014 the COPE numbers had been reduced to just nine students. Of those students designated "pupil premium" in that year, 71% met or exceeded their target grades compared to 68% non- pupil premium. The attainment of girls in 2014 in Religious Education was significantly higher than the boys. In particular the proportions making three or more levels of progress - 70% of girls compared to 57% of boys. At Key Stage 5 (Sixth Form) the numbers achieving a full A level grade (A to E) has remained remarkably constant at 100% for the past six years. However the proportion gaining one of the two top grades (A/B or now A*/A) has fluctuated between 62% in 2009 and 42% in 2014. The decline in number of students not progressing from Y12 to Y13 - A/S to A2 in

Religious Education: 29 down to 22 and 16 down to 12 in years 2012/2013 and 2013/2014 respectively is not deemed to be significant.

It is evident from the lessons observed (14) and from speaking with a representative group of pupils at lunchtime that the students enjoy their learning in Religious Education. They are very positive about the subject.

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

Pupils engage with interest in Acts of Worship and respond with reverence and respect. They are skilled in using a variety of ways to support their private and public prayer. They have a good understanding of the religious seasons and feasts. Pupils regularly prepare and lead worship with confidence and enthusiasm in a variety of different gatherings. They use scripture, hymns, traditional and other forms of prayer to good effect.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

The quality of teaching and how purposeful learning is in Religious Education. GOOD

The quality of the teaching of Religious Education at McAuley is in the main very good. Of the fourteen lessons observed during the inspection, five were rated outstanding, five were rated good with some outstanding features, two were designated requiring improvement but containing strong features, and two requiring improvement. The school's own evaluation of the quality of teaching and learning, suggests that all teaching is at least good with much that is outstanding. It is important that strategies are put in place to lift performance deemed to require improvement, to the level of the very best. Outstanding lessons feature planning that takes into account the range of ability and the particular learning needs within the class. However, there is a need to further develop differentiation and challenge across the Department to better meet the needs of all students in all lessons. Regular, incisive, formative assessment often coupled with paired or group pupil marking are features of most of the lessons in this very strong Department. The standard of higher order questioning is impressive. In all of the lessons seen, learning outcomes were well defined and shared with the pupils via the interactive white board. Despite the inspection taking place very early in the school year and the fact that the two week timetable meant that this was only the second time that some teachers had taught certain classes, the marking and feedback of pupils' written work was very high. Students are given clear advice on how to improve and are subsequently expected to respond and make progress. Developing literacy skills is a strength across the Department both in lessons and in marking. Students have frequent opportunities to read and are supported in their writing. A focus on key words and religious vocabulary is evident and in one excellent Year 7 lesson, it led to students being able to access a high level of work. There are rigorous systems in place to monitor the quality of the provision in

the subject. Departmental quality assurance is very strong. It includes the termly sampling of pupils' work, lesson observations, learning walks and performance reviews.

The extent to which the Religious Education curriculum promotes pupils' learning is OUTSTANDING

The Religious Education curriculum is well planned to meet the needs of students at different stages. It enables all to achieve and to promote the pupils' learning and understanding of the subject to a high degree. It is relevant and contributes well to students' spiritual and moral development. Sex and relationships education programmes are delivered through Religious Education and Science lessons in accordance with Catholic teaching. An exercise has been undertaken to map the Religious Education Curriculum Directory against the school's curriculum content at each key stage and in assemblies. The proportion of the curriculum devoted to Religious Education is 10% at Key Stage 4 and 8% at Key Stage 3.

General Religious Education in the Sixth Form is particularly impressive. The level of work expected from students and the positive responses to the courses on offer are very good. Some students opt for a full A level in 40% of the curriculum time and results are excellent. Students speak very highly of the support they receive and of the opportunities afforded to them.

The quality of Collective Worship provided by the school is OUTSTANDING

Acts of Worship are well planned and central to the life of the school. They are often led by students with support from the Chaplain and other staff. They form a key element of school celebrations. Calendars are published identifying the theme for each week, Acts of Worship over the year and all of the school's liturgical events. This is an indication of the care, commitment and rigour which the school devotes to this vital planning aspect of its distinctive ethos.

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic life of the school

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 for improvement to outcomes for pupils.	1

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. OUTSTANDING.

The leaders, governors and managers of The McAuley Catholic High School are outstanding in their work of promoting, monitoring and evaluating the provision for the Catholic life of the school. They are deeply committed to the Church's mission in education. They have taken decisive actions to plan, implement and secure improvements. The headteacher has a clear vision for the development of the school's distinctive ethos and for improving outcomes for pupils. This vision is clearly articulated to parents, staff and students.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils. OUTSTANDING.

The leadership and management of Religious Education at the school is judged to be outstanding. The importance with which the school views this is demonstrated by the fact that the Headteacher is the line manager of the curriculum leader for Religious Education. The Departmental quality assurance file for Religious Education is of exceptional rigour. It is a tribute to both the Assistant Headteacher with responsibility for oversight of this and the Assistant Headteacher who is the curriculum leader for the subject. Self-evaluation, scrutiny of pupil work, lesson observations, Departmental meetings, CPD, and examination performance review are all drawn together in this impressive document for analysis and to form the basis of the Department's development plan. The progress made by the pupils is carefully monitored and intervention is applied as appropriate

The school's development plan has "Ethos" as its first element and, to "Build a caring community in which Gospel values are fully embedded" as its first priority, thus demonstrating that the Catholic mission of the school is at the forefront of its work. Self-evaluation at all levels is rigorous and has been effective in securing improvement. Staff and students understand the mission of the school, share its purpose and are keenly and actively involved in shaping and supporting it.

There is every reason for the school to be very proud of the involvement of its pupils in the wider community. The pilgrimage to Lourdes, the hugely successful production of Les Miserables, the Faith and Light Mass and party and the music at St Paul's church in Cantley are all examples of the diverse contribution made by the students at McAuley Catholic High School. The same can be said for the very real contribution made by the pupils to a range of different charities. This is summed up in the phrase "McAuley Cares".

The governors are very active in their support and challenge. They make significant contributions to many aspects of the school, in particular to the Catholic ethos. A robust committee structure is in place and there is effective monitoring and evaluating of the provision of its Catholic dimension, Religious Education and in securing improvements for its young people.

This final section draws together all the evidence and judgements made in the preceding sections

OVERALL EFFECTIVENESS

The overall effectiveness of the McAuley High School is Outstanding

The McAuley Catholic High School provides a highly effective Catholic education for its young people. The quality of teaching and learning in Religious Education is, mainly, good. The students are engaged and interested in their work and the majority make good progress. The headteacher, senior leaders and governors are assiduous in their role of promoting the Catholic life of the school and in planning for improvements to the quality of education for their students. Results in Religious Education at both Key Stage 4 and A level in 2014 were good and follow a largely positive trend. Processes for managing the performance of the staff and for their professional development are used exceptionally well.

Collective worship contributes well to the moral and spiritual development of the students and is of a very high standard.

Leadership at the school is outstanding. There are real constraints and obstacles in terms of the split site and in the quality of the buildings in general. There is however an ambition and vision to overcome these problems and lift the performance of all, to that of the best. This more than compensates for deficiencies in accommodation.

Recommendations

- To further develop differentiation and challenge across the Department to better meet the needs of all students in all lessons.
- To continue to focus on continuing professional development so that the very best teaching in the Department is a model for all.
- To continue to develop systems of robust assessment at KS3 including the effective tracking and monitoring of pupil progress.