



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION REPORT
(Section 48)**

**Our Lady's Catholic College
Lancaster**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	Our Lady's Catholic College
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School URN:	119798
Headteacher:	Mrs Helen Seddon
Chair of Governors:	Mr Steven Thornton
Lead Inspector:	Mr Philip Mooney
Team Inspector:	Mr Richard Charnock and Rev Michael Docherty
Date of Inspection:	6 th and 7 th February 2018

INFORMATION ABOUT THE SCHOOL

Our Lady's Catholic College is a Mixed Comprehensive 11-18 high school with slightly more girls than boys. It is the largest community school in Lancaster and has a truly comprehensive intake which reflects the community served by the school. In 2012 Ofsted judged the school to be good in all categories and in January 2017 this grading was affirmed in a short inspection. The school has a mix of pupils that cover the full ability range and social spectrum, however the Key Stage 2 point score on entry is significantly negative in every year group and has been for many years. There are fewer able students than the national average both in the main school and Sixth Form with approximately half the national percentage of able students and twice the percentage of the least able students in main school Raise 2016. On entry to Sixth Form academic learners are significantly below national GCSE prior attainment figures in every pupil group. The school is in the top quintile of schools for disadvantaged students with around 50% of the cohort being disadvantaged in most year groups. It is also in the top quintile of all schools for the percentage of students with SEN support, SEN statement or EHC plan and school deprivation index. 81% of the school cohort is white British. Whilst they draw from a wide geographical area most of the students are from the immediate area of Skerton/Ryelands which is one of the most deprived areas in the country.

PUPILS	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number on roll	151	132	135	126	73	82	48	747
Catholics on roll	46	33	35	31	30	16	21	201
Other Christian denomination	47	41	53	64	30	40	15	292
Other faith background	5	9	3	5	5	4	2	35
No religious affiliation	53	49	39	26	8	22	10	217
No of learners from ethnic groups	27	28	18	20	14	28	8	145
Total on SEN Register	47	42	19	20	18	18	13	177
Total with EHC	3	3	2	7	4	4		23

Exclusions in last academic year	Permanent	3	Fixed term	13
Index of multiple deprivation	D			

PARISHES (SCHOOLS) SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Bernadette	15
St. Joseph	68
St. Peter's Cathedral	19
St. Thomas More	9
Blessed John Henry Newman	83
Our Lady of Lourdes	7

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	2	2.5	2.5	2.5	2	1	1	
% of teaching time	8	10	10	10	8	4	4	

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	4	4	4	4.5	4.5	-	-	
% of teaching time	16	16	16	18	18	-	-	

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	4	4	4	4	4	-	-	
% of teaching time	16%	16%	16%	16%	16%	-	-	

STAFFING	
Full-time teachers	37
Part-time teachers	15
Total full-time equivalent (FTE)	43.2
Classroom Support assistants	13
Percentage of Catholic teachers FTE	43%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	2

ORGANISATION	
Published admission number	200
Number of classes	27
Average class size Key Stage 3	24.7
Average class size Key Stage 4	19

EXPENDITURE (£)	Last financial year 2016/17	Current financial year 2017/18	Next financial year 2018/19
Total expenditure on teaching and learning resources	176,173	174,479	165,873
RE Curriculum allowance from above	4,424	4,596	4,424
English Curriculum allowance from above	7,710	7,872	7,710
Total CPD budget	15,000	12,500	10,000
RE allocation for CPD	0 (3 free courses attended)	0	0

How the school has developed since the last inspection
<ul style="list-style-type: none"> • The current headteacher has been in post for just over two years and has committed to a programme of development to further improve the school. • A new chaplaincy co-ordinator has strengthened provision across school and leads a team of staff and pupils with integrity and energy. • Community confidence has grown and is a clear endorsement for the direction of the school. • Leadership across school is improved. • Pupil attendance is improved and above national average. Number of exclusions have fallen. • Staffing and assessment issues noted in the previous Section 48 Inspection have largely been addressed.

RE DATA															
	RE					English					Maths				
	KS4				KS3	KS4				KS3	KS4				KS3
	% Entry	A*-C	3L FFT VA	4L FFT CVA	Yr 7-9 2L Prog	% Entry	9-4 A*-C	3L FFT VA	4L FFT CVA	Yr 7-9 2L Prog	% Entry	9-4 A*-C	3L FFT VA	4L FFT CVA	Yr 7-9 2L Prog
2017	95%	69%	+1%	+10%		100%	57%	-8%	+1%		99%	65%	-3%	+7%	
2016	96%	63%	+6%	+15%		99%	65%	0%	+6%		100%	64%	-6%	+2%	
2015	97%	73%	+5%	+11%		100%	68%	+1%	+3%		99%	67%	-3%	+1%	

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

Our Lady's Catholic College is a truly Catholic school and pupils as well as staff are proud to be part of the College community. The School of Sanctuary Award aptly describes a school which is universally inclusive and focuses on developing and celebrating the talents of all who work and learn there.

All members of the community contribute to the distinctive Catholic education at this school. Catholic leadership is outstanding and inspirational to each member of the community. This is very much posited in the personal witness seen in the work of the Headteacher and school chaplain. Governors and staff recognise the importance of development of the Catholic life of the school and prominence is given to this in improvement planning. Pastoral leaders and support staff also demonstrate a sustained and highly caring commitment to pupil welfare. Pupils themselves respond positively and participate willingly in the development activities provided.

Prayer and liturgy is strong in both provision and practice and great care is taken in its preparation and in the creation of opportunities for formation. The focus on heroes of faith is not just symbolic; pupils are able to relate the stories of saints to their own lives. There is a real commitment to educate young people in the mission of the Catholic Church. Because of this, the founding Catholic identity of the school is secure, permeating every aspect of school life.

Pupils have a high regard for their Religious Education teachers and this contributes to their success as learners. In both Key Stage 4 and Key Stage 5, a majority of pupils make good progress and often overall outcomes at least match those in key subjects such as English and maths. Governors, leaders and managers show a good understanding of what is required to improve outcomes; self-evaluation recognises that increased curriculum time and continued work and marking, feedback and assessment will lead to improved progress and better provision for able students. In a similar way, attention to the curriculum in Key Stage 3 will improve access for children of all abilities and improve the understanding of some very difficult topics.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To develop further the school needs to:

1. Further enhance the rich Catholic life of the college by refurbishing the chapel.
2. Continue to develop provision in line with the revised Religious Education Curriculum Directory and the Diocese of Lancaster's Curriculum Framework by:
 - Implementing plans to ensure that the curriculum allocation for Religious Education is 10% of the overall curriculum time.
 - Develop the Key Stage 3 Religious Education curriculum so that it meets the needs of all learners
3. Improve the quality of teaching, learning and assessment in Religious Education by:
 - Ensuring all learners get access to high quality teaching
 - Developing the subject knowledge of all staff in order to prepare pupils for rigour evident in GCSE and A Level courses
 - Developing strategies to stretch and challenge more able pupils

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. Pupils take pride in their school and believe that they are better people for attending here. Pupils gain a great deal from the solid and positive role models among staff and sixth form students. Further inspiration for pupils comes from the veneration of saints: the lives, works and words of saints are taught and reinforced at many levels. As a result, many pupils are able to quote Catholic heroes of faith and make links to their own lives. Pupils articulate with great confidence and assuredness that they feel appreciated, that their views matter and that, regardless of their circumstances, they will be supported by caring teachers and support staff.

Pupils are attentive, respectful and reflective at times of prayer. Prayer and liturgy is strong in both provision and practice. There is a clear focus on scripture, themes are consistent across the school and there is good pupil involvement, enjoyment and an effective use of time. In an assembly, readers showed confidence when proclaiming God's word, and the well-structured plan ensured pupils were engaged and responsive in a reflective, still manner.

Thought is given to the preparation of pupils and staff prior to liturgy and Mass. An example was shared relating to the induction process for Year 7 when pupils were not only taught why there is a need to genuflect, but explicitly how to do it. As a consequence, pupils described that they were more confident during community celebrations and so were able to gain from these experiences.

Sixth form students spoke about the way in which the head of sixth form encourages them to shape the liturgical life - they are regularly invited to submit themes and topics for prayer and reflection. Two students spoke about how they led the school during the recent Holocaust Memorial Day. Having visited Auschwitz, they were able to relate their experiences to help other students reflect upon and pray about issues such as prejudice, discrimination and genocide.

Pupils enjoy school and identify with the school's mission. Most pupils are easily able to quote Oscar Romero's words 'Aspire not to have more but to be more' and they use this as inspiration for their lives. Sixth form students appreciate that the spiritual dimension is "offered and not imposed". There is a sense that each whole person is being formed, not just his or her intellect. Pupils of all ages are able to articulate that they feel valued for who they are. This was borne out in three separate inspirational interviews with groups of pupils from Key Stage 3, Key Stage 4 and Key Stage 5. Pupils show pride and belief in the school and what it stands for.

Examples of how pupils contribute to the service of others include an extensive range of charity fundraising work, including support for the homeless, digital learning managers supporting pupils who may feel vulnerable to online bullying, and drop-in sessions for younger pupils offered by sixth form students.

Catholic leadership of Our Lady's Catholic College is outstanding and exemplified by the inspirational and deeply caring guidance of the Headteacher. The vision for the school's mission is authentic, explicit and lived in all aspects of leadership and in the multitude of interactions which take place in a busy school. The other members of the school community, at all levels, are served by this approach and are inspired by it.

Catholic values are embedded in all aspects of the school. Because of this, the founding Catholic identity of the school is secure and permeates the whole of school life. There is no complacency either. It is evaluated and improved.

Developments in school chaplaincy have transformed opportunities for pupils and this is very much driven by the school chaplain. This work is highly motivational to pupils, as well as staff, and this energy and ambition give great capacity for further improvement.

The commitment to educate pupils in the mission of the Catholic Church and to provide a safe haven for all is tangible and is celebrated in the 'School of Sanctuary Award'.

Staff feel very positive about the school. The commitment of staff to all aspects of their work is profound. They are happy, see purpose in their work, and recognise clearly how this fits in with the Catholic mission. Staff show a determination to help all pupils, particularly those who are vulnerable or less fortunate and they feel a sense of achievement and make the most of their talents.

It is evident that governors have a very good understanding of the school, recognising aspects of provision and practice that can be improved. Structures exist to ensure that their contribution is channelled and evaluated so that improvement is a continuous process. Governors are provided with good quality information from members of the senior team as well as the school chaplain and this enhances their ability to hold staff to account for actions and progress.

The development of the Catholic life of the school enjoys an equal prominence in improvement planning. There has been a consistent approach over several years. Objectives are attainable but clearly offer improvement outcomes.

The quality of provision for the Catholic Life of the school is outstanding. Opportunities to promote the school as a centre for Catholic Education are sought and leaders are unequivocal in their proclamation of the school mission. Community links have developed rapidly and a partnership Aid to the Church in Need was instrumental in the school gaining the 'School of Sanctuary Award'. Opportunities outside of school allow pupils to engage in a wide range of retreat experiences. In particular the use of Castlerigg Manor, Boarbank Hall, Salesian Youth Gatherings and within school Days with a Difference all add value to pupils' experience.

The school chapel, where the Blessed Sacrament is reserved, is used as a resource for prayer, liturgy, teaching and formation. Most pupils show a good understanding of the respect necessary when present in the chapel which is important in ensuring access to this resource. Over time, the school could consider the physical refurbishment of this space so that this provision matches the outstanding work by those facilitating Catholic formation.

Pastoral leaders and support staff with responsibility for pupils who have learning needs or are vulnerable are faithful and trustworthy in their delivery of Christian values. They demonstrate unstinting and compassionate commitment to pupil welfare. There is a strong sense of justice and reconciliation within the pastoral system which is not diminished by the reasonable and firm approach to pupil behaviour. Governors and school leaders evaluate this aspect of provision very carefully so that pupils and staff can work and learn in a harmonious setting.

Parental support for the school is strong. Parents described the fact that pupils are respected by the staff and that they are treated fairly and as individuals. They praise the inclusivity of the school and appreciate the fact that issues are handled with compassion. One parent described how Our Lady's Catholic College had nurtured, challenged and loved their child resulting in a growth in confidence and an understanding of the world. Several parents praise the work of individuals and in particular the outstanding work of the school chaplain and the care she exhibits in her work.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

The extent to which pupils enjoy and achieve in Religious Education is good. Pupils enjoy their Religious Education and see it as one of their favourite subjects. One pupil said, "RE is my favourite subject because the teachers encourage us to be our best". Key Stage 3 pupils were able to explain the structure of how they are assessed in Religious Education and understand how to develop their answers so that when they are tested, they are able to answer more fluently.

Pupils want to achieve in Religious Education and they show confidence in their teachers. Most enjoy positive relationships with them and explain that they are easy to get on with and that their teachers are always willing to help them.

Generally, pupils are engaged and attentive and some show independence as learners. In one Year 10 lesson, pupils worked individually on an examination question focused on miracles, selecting the level of support they required from a range of available resources. In Key Stage 4, most pupils make good progress from their starting points. Over time, outcomes are at least on a par, and in some cases stronger, than in other core subjects. Historical data shows that there are no significant gender gaps in performance, or between disadvantaged and non-disadvantaged pupils.

Sixth Form General Religious Education is highly regarded by students. Held fortnightly, it enables students to broaden their horizons beyond the confines of academic interests. Students appreciate the time it provides them to reflect and discuss a wide range of issues and they believe that these insights help them with decision making.

A Level students attributed their choice of Religious Studies to their experience of Key Stage 4 GCSE Religious Studies and the confidence and respect in which they hold their teachers. Outcomes for Key Stage 5 Religious Studies are consistent with results for other subjects across the school. Able students have proved that it is possible to attain the highest grades but there is a range of ability in these groups requiring skilled teaching.

The leadership and management of Religious Education at Our Lady's Catholic College is good. Governors and school leaders are committed to the school's Catholic mission and to the prominent place Religious Education has in the curriculum. The delivery of Religious Education takes account of the Curriculum Directory and its implementation. This is highlighted in the programmes of study which references the Curriculum Directory from Key Stage 3 through to Key Stage 4. There is a new curriculum at each key stage and these recent changes need time to embed and impact on learning and outcomes. The new Key Stage 3 curriculum, now delivered in Year 7 and Year 8 only, is likely to improve from endorsement through collaboration with other Catholic schools.

Governors, leaders and managers monitor the provision and outcomes for Religious Education. There is a clear department improvement plan drawn from self-evaluation and this guides the Religious Education team in identified areas for improvement.

Governors are well informed of the work of the Religious Education department through regular reports about achievement and progress. The Religious Education Link Governor, a local priest, regularly spends time with the subject leader in school.

Teachers in the Religious Education department have benefitted from CPD provided by the Diocese around the new GCSE specification.

Since the last inspection there has been improvement in the quality of marking and feedback given to pupils. In Key Stage 4 the use of examination style questions has enabled teachers to provide detailed diagnostic feedback and there is evidence of the practice of pupils responding to this feedback becoming embedded. At Key Stage 3, there is less consistency, and so this presents the opportunity to replicate the good practice seen at Key Stage 4. Whilst there is some evidence of marking for literacy, this is an area that is still developing. More formal monitoring is likely to facilitate greater consistency in marking and feedback.

The quality of provision in Religious Education is good. Whilst the school does not yet fully satisfy the requirements laid down by the Bishops' Conference guidelines of 10% for curriculum Religious Education it has clear plans to address this for September 2018 with the appointment of a new full time Religious Education specialist teacher.

The department is committed to continually improving its practice which it believes will enable pupils to engage with the deepest questions of life and to find reasons for living and hoping. Pupils state that their learning is often stimulating and memorable, and is focused appropriately on the life and teachings of Jesus Christ and the Church.

Curriculum content at Key Stage 4 and Key Stage 5 largely meets the needs of groups and individuals. The enthusiasm among students for Religious Education is seen in the uptake of A Level Religious Studies at the College where over 20% of Year 11 pupils in 2017 went on to study A Level. These students described Religious Studies as rigorous and challenging and expressed confidence in the abilities of their teachers who, they say, "*care deeply about them.*"

The curriculum at Key Stage 3 has drawn down topics from the previous Key Stage 4 GCSE specification. This needs to be developed further in order to fully meet the needs of learners, as well as to lay solid foundations for strong progression to Key Stage 4. Since the ability range of learners is diverse, care should be taken to ensure resources are differentiated enabling access for all.

The department has teachers with strong subject knowledge and great experience. The ability of these key staff to mentor and support colleagues, including non-specialists, is vital in ensuring all pupils are well served.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2