



**DENOMINATIONAL INSPECTION  
REPORT (Section 48)  
on**

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

---

**School:** Cardinal Hume Catholic School

**Address:** Old Durham Road  
Gateshead  
NE96RZ

**Telephone Number:** 0191 4877638  
**Email address:** info@cardinalhume.com

**School URN:** 108412

**Headteacher:** Nick Hurn

**Chair of Governors:** Father Duffy

**Inspector:** Mrs Pat Witte

**Date of Inspection:** 20-21 January 2009

This inspection report is produced for the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **Characteristics of the school and views of the stakeholders.**

Cardinal Hume is a large Catholic Secondary school which opened in September 2007, it serves the Catholic Parishes of East Gateshead. The school achieved specialist Mathematics and ICT status in 2006 and it has state of the art ICT facilities. Student attainment on entry is below the national average and students come from families with high levels of deprivation and low levels of further/higher education. The proportion of EAL students and those with special educational needs is high. The school is very popular and is over subscribed at KS3.

The school is held in high regard by parish and neighbourhood communities. It is recognised that the school embodies Catholicism and this encompasses everyone. Students and staff feel valued and know that the distinctive ethos allows them to feel safe within an atmosphere of care, concern and respect.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll: 1059

Planned Admission Number of Pupils: 210

Percentage of pupils baptised RC: 55%

Percentage of pupils from other Christian denominations: 32%

Percentage of pupils from other World faiths: 3%

Percentage of pupils with no religious affiliation: 10%

Percentage of pupils from ethnic groups: 4%

Percentage of pupils with special needs: 27%

### **RE Department Staffing:**

Number of full time RE teachers: 5

Number of part time RE teachers: 1

Percentage of Catholic teachers: 100%

Percentage of teachers with CCRS: 33%

### **Percentage of learning time given to RE:**

Yr 7 8.5%                      Yr 10 8.5%

Yr 8 8.5%                      Yr 11 8.5%

Yr 9 8.5%                      6<sup>th</sup> Form 5%

### **Parishes served by the school:**

**St Albans**

**St Annes**

**St Augustines**

**St John the Baptist**

**St Josephs (Birtley)**

**St Josephs (Gateshead)**

**St Oswalds**

**St Peters**

**St Wilfreds**

**Key for inspection grades:**

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

## **Overall Effectiveness**

**Grade: 1**

Cardinal Hume is an outstanding Catholic school with a strong sense of community at the heart of its vision. The vision of the governors, Headteacher, senior and other leaders has been transformational, giving a clear direction to the school. The high level of commitment to the vision which is evident in all aspects of school life has led to high quality care and education. Provision for Collective Worship is of a very high standard and students respond with enthusiasm. Standards and quality in Religious Education are good and students make good progress. The quality of teaching is good with outstanding features and leadership of the department is outstanding.

### **Improvements since last inspection**

**Grade 1**

There were six issues for action to which the school and the Religious Education department have made an excellent response. The creation of the 'ethos committee' has ensured that the distinctive Catholic nature of the school permeates all aspects of school life. The setting of an ethos performance management target for each member of staff has ensured that the staff share the responsibility for the spiritual and moral life of the school. The work of the Chaplain and the embedding of a planned liturgical programme throughout the year has provided opportunities for improved pupil participation. Heads of House are now directly involved in the monitoring of spiritual and moral provision in tutor groups and the development of the Catholic life of the school is a feature of the action plan. There has been significant improvement in the progress of learners at KS4. The three year trend in attainment from 14.1% to 51.5% A\*-C pass rate is impressive. This provides a strong basis on which to build.

### **School's capacity to improve further**

**Grade: 1**

The capacity for further improvement at Cardinal Hume is outstanding. The working relationship between the Governing body, the Headteacher and other senior leaders is a particular strength and this is reflected throughout leadership at all levels. The Religious Education department is very well led with a sharp focus on raising achievement and student progress in each key stage. The high levels of commitment and belief in the school's distinctive nature and mission to Christian service can only enhance and lead to further success.

### **In order to raise standards further the governors should seek to:**

- bring the allocation of curriculum time for Religious Education in KS3 and KS4 in line with the requirements of the Bishops' Conference of England and Wales;

- further develop the retreat programme currently operating with Y9 into other year groups;
- ensure there is a secure understanding of the use of Levels of attainment at KS3; and
- further develop the use of the skill of AT2 throughout the KS3 curriculum.

# The Catholic Life of the School

## Leadership and Management

Grade: 1

Leadership and management are outstanding. The Headteacher's vision that the school should be at the hub of the community with Catholicism at its heart is shared by the Governing body and leaders at all levels, this has transformed the school. The focus on the spiritual and moral dimension underpins the drive for excellence in care and education for each child. Students are fully aware of the aspirations of the Headteacher and all staff for their success.

Everyone contributes to the spiritual and moral development of the students. The introduction of an ethos Performance Management target set for all staff has led to year-on-year systematically planned improvement. This has enabled the vision to be translated into reality and ensures that The voluntary Ethos Committee which comes together to plan whole school spiritual and moral events has proved to be very successful and an important element in steering the direction of the Catholic life of the school, The induction of new staff and the support they receive in relation to Catholic ethos are outstanding.

The rigorous monitoring and evaluation systems in the school are highly effective. Monitoring and evaluation of the Catholic life of the school are outstanding. Staff at all levels closely monitor the spiritual and moral life of the school and there is a collaborative approach to the completion of the SED 48.

The Governing body provide outstanding support for the Catholic life of the school. They have a thorough understanding of the school's strengths and areas for development. Their frequent presence in school has supported and ensured the continuing focus on Catholic life. Their commitment to the spiritual growth of all members of the community is a strength which makes their work highly effective.

The role of Chaplaincy is central to the life of the school and the support given to the Chaplain is outstanding. The Chaplain has a high profile in the school and staff and students alike look to her lead and support. This trust is well placed. Her work is highly valued.

Leaders and Managers place great importance on the school's partnership with the parishes, local and wider community. All parish priests are invited to celebrate Mass in school and this takes place on a regular basis. Links with the parishes are highly developed through the celebration of the Youth Mission and sharing responsibility for preparing students for the Sacrament of Confirmation. There are close links with groups who work with disabled children and with local charities.

## **Collective Worship**

**Grade: 1**

Provision for Collective worship is outstanding and of high quality. There is a well structured programme which provides the basis of the prayer life of the school. Prayer takes place at the beginning and end of the day and each student carries a prayer card which is used to support the prayer times. There is a range of prayer opportunities available and participation levels are high. The response to the variety of collective worship offered is outstanding. Staff and students value highly the programme provided and are at ease participating in prayer, assemblies and celebrating Mass.

Collective worship makes an outstanding contribution to the spiritual and moral development of students. The need to explore topical and controversial areas is recognised and students are given opportunities for reflection and personal growth.

## **School's contribution to the promotion of Community Cohesion**

**Grade: 1**

A powerful sense of community pervades every aspect of life at Cardinal Hume. Its contribution to the promotion of community cohesion is outstanding. The mission statement is lived out in all aspects of school life and every person is treated with care and tolerance. Students work positively with others of different ages and backgrounds. There is a calm caring environment characterised by consistency. Differences of every kind are respected and distinctive needs are identified and provided for. The school caters very well for the needs of EAL and SEN pupils who make good progress. There is a growth in the number of SEN applications for the school. Parents recognise the high level of care and support given. The focus is on inclusion.

The student voice is heard through a number of mechanisms which includes the student council and surveys. Pupils describe the school as a place where everyone's door is open there is always somewhere to go to talk.

There is good provision for community learning and every opportunity is taken to ensure that parents feel comfortable in an informal environment.

The school's commitment to serving the common good is evident in its outreach work with links to numerous local projects and global charities. It is an emphasis on justice through charity that drives the work. Cardinal Hume has also played a prominent role in the establishment of local partnerships across the Diocese and with institutes of further and higher education.

The Religious Education Curriculum is effective in its contribution to community cohesion by developing students' understanding of other world faiths, cultures and practices. Issues such as tolerance and discrimination are tackled in a sensitive way. Collective worship promotes inclusion in its approach where everyone is involved and a range of issues is raised.

## **Curriculum Religious Education**

### **Achievements and standards in Religious Education**

**Grade: 2**

Attainment on entry is below average and levels of deprivation are well above average at 85%. Inspection evidence confirms however that in KS3 progress is being made and can be tracked from Year 7 to Year 9. Throughout the key stage the skills of AT1 'Learning About Religion' are well developed but work is required to develop AT2 'Learning From Religion'. The emphasis on extended writing needs to be greater in year 9. Students know their targets and are confident about the steps to take to achieve further. The department needs to allocate more time however to the standardisation process to be secure in its level judgements.

Standards at KS4 are good and the students enjoy the subject. The percentage of grades A\*-C has improved by 38% over the past three years although they still fall behind those of English. Students meet challenging Fischer Family Trust Band D targets and the CVA is positive. Students are equipped with the skills to achieve well at this level and are being challenged through higher order questions and evaluative methods to progress further. Students are aware of their targets and know the steps to take to improve. There is a strong emphasis on achievement supported by a well developed assessment and tracking system.

Standards and progress in Sixth Form Religious Education are good. The majority of students meet their ALPS predicted grade. The average points score at A2 surpassed that of English in 2008. Students enjoy the challenge of Philosophy and Ethics and are prepared well for the external examination. Participation and standards in General Sixth Form Religious Education are good. The standards set are high and focus on the development of the spiritual and moral dimension. Skills are developed which prepare students for independent learning.

### **Quality of Provision for Religious Education, Teaching and Learning**

**Grade: 2**

Teaching and learning are good overall with some outstanding features at KS4. Teaching and Learning are monitored regularly as part of the school's rigorous monitoring system and the Subject Leader's judgements are accurate. A wide variety of teaching and learning activities are used to engage the students including ICT and other stimulating resources. Questioning techniques permeate the lessons and discussion and individual research methods are employed. This was observed as most effective in KS4. Learning objectives are shared with the students in each lesson. Planning is rigorous and reflects an Assessment for Learning approach. The department has a well structured assessment plan and students are fully aware of their progress which is effectively tracked every ten weeks. The department are currently working alongside Diocesan guidance in KS3 but staff are aware that more work needs to be done to embed assessment procedures.

There is an enthusiastic specialist team of teachers who use their expertise to enthuse and stimulate the students. The use of differentiation is evident and the learning needs of students are addressed. Success criteria are used throughout lessons to ensure that students know the steps to take in their own learning in order to progress. Teachers provide students with good, constructive feedback that motivates and builds confidence. This is evident in all three key stages. Activities and teaching styles were observed which engaged the students and promoted full participation in the lessons.

Information on pupil progress is communicated to parents on a regular basis in line with the whole school policy. Achievement post cards are sent to individual students, information about the learning activities of the department is sent home and when necessary there is contact with parents by 'phone.

**Effectiveness of Meeting Learners' needs and interests** **Grade: 2**

The effectiveness of the Religious Education curriculum in meeting learners' needs and interests is good.

The curriculum has been planned throughout each key stage to ensure progression and continuity. Work is being done to build on skill development at each level. At KS3 the course has been mapped according to the Curriculum Directory. The students enjoy the course and respond well to the opportunities offered by the department. The spiritual and moral dimension of students' learning is at the core of provision and growth in both areas is promoted. However the allocation of curriculum time in Key Stage 3 and 4 does not meet the requirements of the Bishops' Conference and this is unsatisfactory. Increased curriculum time would allow for the development of skills of AT2 and increase student progress.

The needs of learners have been addressed in the choice of course at KS4. The attitudes of students to the subject is very positive and they are keen to learn. The students comment that Religious Education is at the core of what happens in school permeating every aspect of school life. The Religious Education teachers relate the subject well to them so their understanding is very good. The teachers are also accessible and willing to help with learning outside of the classroom. The students are challenged by and interested in the issues raised by the KS4 course. 'Religious Education lessons contribute to a positive attitude and help to build respect and consideration'.

Provision of courses in the Sixth Form is outstanding and student response to these is enthusiastic. Students enjoy the Philosophy and Ethics course as it enables them to engage in the wider ethical debate. Students following the General Religious Education course recognise its value in their spiritual and moral journey.

## **Leadership and Management of Religious Education**

**Grade: 1**

The Religious Education department has faced difficult challenges over the past few years but has overcome these to become very successful. The support of the Governing body and senior leaders of the school for the department is outstanding. They acknowledge the difficulty of the journey but are committed to a continued drive for further improvement. The Subject Leader provides excellent leadership and has a clear vision focused on raising achievement. He inspires staff who trust him implicitly and who are able to follow his excellent example. The team work with common purpose and the ethos they promote is evident in relationships, structure and the working atmosphere. The Subject Leader is well supported by the Second in Department showing enthusiasm and commitment to the work of the team. The Senior Leadership link provides excellent and invaluable support.

Performance in the department is monitored as part of a rigorous programme for judging Teaching and Learning. Teachers see this as supportive and encouraging it is used as a mechanism for improvement. The Subject Leader is fully aware of the strengths and areas for development in the department and everyone works collaboratively in all areas. The proximity of the suite of rooms with the Chapel at the centre is outstanding. These facilitate the emphasis on team work and sharing good practice. The quality of staff confirms the status of Religious Education in the school ensuring learners reach their full potential.

Leadership at all levels is committed to tackling discrimination and providing a quality of education where everyone reaches their full potential. Governors have an excellent knowledge of the work of the department and play an active role in decisions about curriculum planning and resources. The Governors recognise and value the strong team ethos within the department.

## SUMMARY INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 - Outstanding Grade 2 - Good Grade 3 – Satisfactory Grade 4 - Unsatisfactory</b>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### The Catholic Life of the School

<b>The effectiveness of leadership and management in developing the Catholic life of the school</b>	<b>1</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education;	<b>1</b>	
The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school;	<b>1</b>	
How effectively leadership at all levels in the school promotes learners' spiritual and moral development;	<b>1</b>	
How effectively the Catholic life of the school is monitored and evaluated;	<b>1</b>	
How well the governing body fulfils its role in relation to the school's Catholic foundation;	<b>1</b>	
How effectively leaders promote and facilitate the work of chaplaincy;	<b>1</b>	
How effectively leadership at all levels and the school promotes partnership with parish community and wider community.	<b>1</b>	
<b>The quality of Collective Worship</b>	<b>1</b>	
The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school;	<b>1</b>	
Learners' response to the school's provision;	<b>2</b>	
How well Collective Worship contributes to the spiritual and moral development of the learners.	<b>1</b>	
<b>How effectively the school/college promotes Community Cohesion</b>	<b>1</b>	
The school as a community with common, inclusive values, where differences and similarities are recognised and valued;	<b>1</b>	
The quality of provision for engagement, dialogue and collaboration with groups and individuals <b>within/beyond</b> the school;	<b>1</b>	
The school's commitment to serving the common good;	<b>1</b>	
The contribution of curriculum Religious Education to promoting Community Cohesion;	<b>1</b>	
The contribution of the school's Collective Worship in promoting Community Cohesion.	<b>1</b>	

### Curriculum Religious Education

<b>How well do learners' achieve?</b>	<b>2</b>	
The standard of learners' work;	<b>2</b>	
Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners;	<b>2</b>	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners.	<b>2</b>	

<b>The effectiveness of teaching and learning</b>	<b>1</b>	
How well teaching is used to meet learners' needs and curriculum requirements;	<b>2</b>	
The suitability and rigour and assessment in planning, monitoring and informing;	<b>1</b>	
The identification of, and provision for, additional learning needs;	<b>1</b>	
The involvement of parents/carers in their children's learning and development.	<b>1</b>	
<b>The effectiveness of the Religious Education curriculum in meeting the needs and interests of learners</b>	<b>2</b>	
How well the curriculum matches learners' aspirations and potential, building on prior attainment and experience;	<b>1</b>	
How the Religious Education curriculum meets the requirements of the Bishops' Conference;	<b>4<sup>1</sup></b>	
How learners enjoy their work;	<b>1</b>	
How the curriculum in Religious Education contributes to the spiritual and moral development of the learners.	<b>1</b>	
<b>The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education</b>	<b>1</b>	
How well senior and subject leaders in Religious Education lead and support their staff;	<b>1</b>	
How performance in Religious Education is monitored and improved through quality assurance and self-assessment;	<b>1</b>	
The adequacy and suitability of staff to ensure that learners are well taught;	<b>1</b>	
The adequacy and suitability of the learning resources and accommodation, and how effectively and efficiently these are deployed to achieve high standards;	<b>1</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their full potential;	<b>1</b>	
How well governors discharge their responsibilities.	<b>1</b>	

### Overall Effectiveness

<b>The overall effectiveness of the provision of Catholic education in meeting the needs of learners</b>	<b>1</b>	
The overall effectiveness of the provision for the Catholic life of the school;	<b>1</b>	
The overall effectiveness of the provision for curriculum Religious Education;	<b>2</b>	
The effectiveness of any steps taken to ensure improvement since the last inspection;	<b>1</b>	
The capacity to make further improvements;	<b>1</b>	

<sup>1</sup> The percentage of time allocated to curriculum Religious Education is significantly below the requirement of Bishops' Conference and of the local Bishop, which is 10%.

The effectiveness of the school's self-evaluation.	<b>1</b>	
--	----------	--

## Denominational Inspection Report (Section 48)

*This Inspection Report is produced for the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 8084, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self evaluation.*

Copies of the full report are available from the school.

### Summary of Findings

The Overall Effectiveness of the provision of Catholic Education is <b>Outstanding</b>
Leadership and management of the Catholic life of the school are <b>Outstanding</b>
The provision for Collective Worship is <b>Outstanding</b>
The school's contribution towards Community Cohesion is <b>Outstanding</b>
Achievements and standards in Religious Education are <b>Good</b>
Teaching and Learning in Religious Education are <b>Good</b>
The Religious Education curriculum in meeting learners' needs and interests is <b>Good</b>
Leadership and management of Religious Education are <b>Outstanding</b>

The school's capacity to improve further is **Outstanding**

In order to raise standards further the governors should seek to:

further develop the retreat programme currently operating with Y9 into other year groups;

bring the allocation of curriculum time for Religious Education in KS3 and KS4 in line with the requirements of the Bishops' Conference of England and Wales;

ensure there is a secure understanding of the use of Levels of Attainment at KS3; and

further develop the use of the skill of AT2 throughout the KS3 curriculum.