



Cardinal Hume Catholic School

Old Durham Road, Wrekenton, Gateshead, NE9 6RZ

School Unique Reference Number: **137852**

Inspection dates:	28 – 29 March 2019
Lead inspector:	Meg Baines
Team inspector:	Marie Langahan

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Religious Education:		Good	2
Collective Worship:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

Cardinal Hume Catholic School is an outstanding Catholic school because:

- There is a strong Catholic ethos and a culture of hard work, faith and kindness. Staff and students care for each other and there is a genuine sense of inclusion, care and service to others. Staff and students feel valued. They have pride in their faith, their school and its place in the local community.
- The Catholic Life of the school is outstanding. This is underpinned by a very strong sense of mission which emanates from the headteacher and flows through the whole school community. Staff bear authentic witness to Christ's message which contributes hugely to the Catholic culture and drives the notion that all can be leaders of Catholic Life. The school is determined to ensure that everyone becomes the best they can be.
- Religious Education at Cardinal Hume School is good. Students achieve a good standard and teachers work hard. Students like their teachers and good relationships exist. Student progress is tracked over time and quality resources are used to support learning. Senior leaders rigorously monitor Religious Education. This tracking is excellent and is having a positive impact on outcomes. Behaviour for learning in lessons is outstanding.
- Collective Worship is outstanding. The whole school community values the life-affirming role carried out by the lay chaplain and all benefit from her presence in the community. Students prepare, deliver and engage with a range of prayerful experiences provided by the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Cardinal Hume School is an above average size school situated on the outskirts of Gateshead. It serves the parishes of St Albans Pelaw, St Joseph's and St Wilfrid's Gateshead, St Anne's Harlow Green, St Peter's Low Fell, St Oswald's Wrekenton, St Augustine's Leam Lane and St Joseph's Birtley. Its students come from a wide range of feeder schools and equally wide social and economic backgrounds. Almost 57% of students are Catholic which is an increase since the last inspection.
- Cardinal Hume opened in 2007 and converted to an academy in 2012.
- The school is predominately white British with a minority of students from other ethnic groups.
- The proportion of students with Special Educational Needs (SEN) is 7.07%, roughly in line with national averages. There are currently 12 students with Educational Health Care Plans (EHCP). The percentage of students classified as Pupil Premium (PP) is above the national average at 47%. The majority of students with SEN are supported in the classroom. Attendance is excellent and above the national average.
- Since the last inspection there have been changes to the leadership in the Religious Education department.
- The headteacher is a national leader for education.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve outcomes and enjoyment for students in Religious Education by:
 - Introducing a greater variety of teaching pedagogies, particularly at key stage 4 and 5 to suit the variety of learning styles that exist amongst the students.
 - Improving visual displays which are high impact and support learning.
 - Ensuring differentiated resource materials are available.
- Improve Collective Worship by:
 - Finding ways to increase opportunities for students and staff to participate in the Holy Mass and other voluntary non-sacramental forms of worship.
 - Continue to involve the community in prayer and preparation of prayerful worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

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

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The extent to which students contribute to and benefit from the Catholic Life of the school is outstanding.

- Almost all students at Cardinal Hume School are committed to the school's mission. They are encouraged by their mission motto 'Fide, Labore, Caritate'. All students know how the mission statement relates to them in their own lives. They live the mission by being involved in the planning of events for charity and in the way they treat each other. They show kindness and care towards each other. An example of this caring is the buddy system in which older students support younger ones. It is evident also in the way students interact. Relationships are a strength of the school.
- Students eagerly embrace the Catholic Life of the school, talking passionately about taking leading roles in the activities which demonstrate the Catholic Life of the school such as their current preparations for next year's School Mission, charitable works and service to others in the parishes and local community. Students' behaviour is outstanding in and out of the classroom.
- Students are alert to the needs of others and a large number take a leading role in charitable events and activities which promote the Catholic Life of the school.
- Pastoral care is a strength and is an area which is sensitively handled and highly developed at Cardinal Hume. Exemplary behaviour and high standards and attitudes to learning have contributed to a learning culture. It is a community that feels safe and secure in who it is. Students proudly spoke of the school code of conduct and their Diamond Standards which apply in all lessons.
- Students take advantage of the opportunities provided by the school which support their personal growth and development. Every week there are dedicated lessons for information, advice and guidance which is a vehicle to deliver social, moral, spiritual care and relationships and sex education. Both syllabi are in line with Diocesan guidance and aim to ensure students are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- All students are confident in expressing their pride in their school, faith and individual religious beliefs. Some students have very strong links with local parishes. For others, school is their link to their faith and as such is highly valued.

The quality of provision for the Catholic Life of the school is outstanding.

- A clear and inspiring mission statement created by the school community expresses the educational mission of the school. Governors and the whole school community value the Catholic nature of the school and are committed to implementing its mission. Examples of this include continuous professional development (CPD), which always begins with a prayer and frequently focuses on the mission of the school; governor ethos days; staff weekly prayers; worship assemblies and the strong personal relationships that exist across the school. It is a school of inclusivity and tolerance, all of which inculcates a feeling of security and supportiveness for those within. It is a safe place to learn and grow.
- The highly effective student chaplaincy team is made up of students from across the age range and is coordinated by the lay chaplain together with support from Religious Education teachers. Governors are highly involved with the Catholic Life of the school. Currently the school enjoys the support and services of a deacon, in place since 2018.
- The chaplaincy provision is a corner stone of the Catholic Life of the school, is understood by all the community and is highly valued by all. The chaplaincy provided by the school is exemplary as it both supports and promotes Catholic Life. During the inspection a large number of staff wore purple to engage with 'Purple Fridays', an initiative which offers opportunities for students to talk to staff about why they are wearing purple every Friday during Lent. It is creating a conversation and is highly effective.
- There exists a strong sense of community and it is expressed daily in their prayer and relationships. In response to the question, 'What happens when someone new comes to the school?' one student replied, 'When someone new comes, we teach them our prayers, it makes them feel at home'.
- Staff promote high standards of behaviour and mutual respect. They engage with students in this respectful way and highly effective tutor-student relationships exist as a result.
- The school is a warm and welcoming place to visitors with visible outward signs of Catholicity everywhere, promoting the Catholic character of the school. Stained glass windows depicting the stations-of-the-cross were made by students in a session led by a former student of the school.
- As well as contributing to a range of charities at home, students and staff are encouraged to develop an outward looking attitude to the environment and in particular to global issues. For example raising funds for a school in Malawi and supporting CAFOD through CAFOD Young Leaders, Justice and Peace Group, attendance at The Source and at Flame conferences as well as participating in John Paul II Awards. Such activities provide opportunities for discussion about a range of moral issues as well as looking at the ethics of the sanctity of life and thereby afford moments of alternative spiritual development.
- All staff have an ethos target set in their performance management reviews. This indicates the importance of Catholic Life to the management of the school and the part it plays in the culture of the school.
- Pastoral programmes are well planned. Personal, social, health and economic education is delivered by form tutors. Relationship and sex education, a programme currently being reviewed, is delivered by trained staff. Both adhere to Catholic teachings and principles.
- School is attentive to the pastoral needs of staff. They say that they feel their well-being is considered in all decision making and feel well supported by senior leaders.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The leaders and managers at Cardinal Hume are deeply committed to the Church's mission in education. The headteacher and his team follow Christ's example of love and tolerance putting the students at the centre of life and learning in an atmosphere of care, hard work and kindness at school.
- The provision for the Catholic Life of the school is given the highest priority. Staff are encouraged to access diocesan training where appropriate. The school is often used as a centre for training. It is committed to offering high quality staff training and has strong links to the diocese and other Catholic schools in the area.
- The school excels in self-evaluation and monitoring of its ethos and Catholic Life in general. The accuracy of the DSEF indicates that this is a school which is effective in its monitoring.
- Governors hold ethos days where time is spent in school with ethos as the focus. Governors and staff all have a firm understanding of what it means to work in a Catholic school and they share in its purpose and mission. Exceptionally strong links with the broader Catholic community are engendered through governors holding positions of responsibility in other Catholic schools and parishes. This ensures Cardinal Hume benefits from diocesan and other local initiatives regarding Catholic Life and maintains their own high profile in the community.
- Parents and Carers are very supportive of the school and its mission. They believe that the school promotes a strong partnership with them and they are included. As a result parents have a sound understanding of the school's mission and are supportive of it.
- The governing body is ambitious for the school. It sets challenges for the headteacher and his staff but is also highly supportive of them. Through twice yearly governor open days they make a highly significant contribution to the Catholic Life of the school by giving of their time and expertise, by encouraging others and by setting invaluable examples of the highest moral and personal standards.
- The school is outward facing, involved in diocesan initiatives thus promoting the Bishop's vision of Catholic education throughout the school.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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How well students achieve and enjoy their learning in Religious Education is good.

- Almost all students from their varied starting points make good progress over time in Religious Education particularly in key stage 5 and key stage 3. Well planned and targeted interventions for students with additional needs are beginning to ensure almost all students make at least good progress. The Religious Education lead collects and analyses assessment data three times a year, including from those with additional needs, discussing outcomes with staff and her senior leader link. Accurate moderation of teaching is not yet fully embedded across the department. The school has identified boys and those with SEN as groups for targeting.
- Theological literacy is good. Students are beginning to show confidence in their own knowledge and understanding which is sound.
- Most students are aware of their own progress in Religious Education and know what to do to improve. All approach their work in Religious Education with interest. Students record their progress in their books. Almost all students questioned were able to articulate ideas about their work and attainment. Progress was corroborated by scrutiny of books and end of term data.
- Close monitoring of outcomes by senior staff is evident. The school has set demanding targets for Religious Education in line with all other subjects.
- Behaviour for learning in every lesson observed was outstanding. Students are often passively engaged in lessons but all want to do well. Their work is celebrated by the department through various merits and prizes.
- A whole school incentive linked to the school motto (faith, hard work and caring) gives all departments in school something tangible to strive for. Winners of these awards have their school tie embossed with the school logo.
- Results attained in Religious Education, as indicated by teacher assessment and public examinations, are good and roughly in line with national and diocesan average performance. Student progress is below national and diocesan averages for all groups except girls, EM and EAL students.

The quality of teaching and assessment in Religious Education is good.

- Teaching of Religious Education at Cardinal Hume is good with some outstanding lessons and some which require improvement. Most teachers are effective and consistent in their planning and delivery of lessons ensuring that students' learning is good. The majority of lessons are appropriate to age and stage and offer some stretch and support where needed. Some lessons observed required greater challenge for the more able students and greater differentiation for those less able to access the curriculum.
- Teachers have very good subject knowledge. They employ a limited range of teaching styles and pedagogies to deliver lessons. The outstanding teaching observed had great pace and focus and offered stretch and challenge, engaging students, motivating them to do well and to complete the tasks to a good standard.
- Most students know about their progress and in some classes students are involved in evaluating how well they have done. Attainment grids are in use and track progress. Effective differentiation is not fully in place. At its best differentiation provides for students with additional needs, largely relying on differentiation by outcome and work scaffolds. This falls short of enabling all students to make the progress expected.
- Teachers use appropriate questioning to elicit answers which demonstrate students' knowledge and understanding of the topic. Teachers usually use time well to maximise learning. Evidence of some progress was seen in lessons and in students' books across a period of time.
- Some classrooms have key words on display and in these rooms display supports learning.
- Progress in lessons was largely good, especially where students begin from a low starting point. In lower ability groups growth in confidence, knowledge and understanding was identified. In these lessons the teachers worked hard to nurture students with additional needs.
- The school benefits from the availability of a wide range of resources, including the high quality working environment, use of digital media and bright work spaces. The use of these spaces to support learning is not being fully exploited. Display for learning is mixed. At its best there are bright and impactful displays of learning guides and key words. There was a limited amount of student work displayed.
- Teachers communicate high expectations about Religious Education to the students.
- Work is marked according to the agreed marking code which is understood by all students. They are expected to respond to marking which aids their progress. Students say that they know how they are progressing in Religious Education and what to do to improve.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- The school currently offers 10% of curriculum time at key stage 4 to Religious Education and 7.7% in key stage 5. This complies with recommendations of the Bishops' Conference. At key stage 3 the figure is below the recommended percentage and currently stands at 8.33%.
- Leaders at Cardinal Hume School have ensured that Religious Education has parity with other core subjects in terms of CPD, staffing, accommodation and resources, in line with the requirements of the Bishops' Conference. It is regarded by them as a core subject in

reports to parents and has a high priority in the headteacher's reports to governors.

- Leaders monitor closely the standards in Religious Education and are also involved in the Collective Worship, Catholic Life and Religious Education action plans. There are members of the senior leadership team who have direct links to Religious Education, Catholic Life and Ethos as well as Collective Worship. Staff all have an ethos target in their performance management, thus ensuring all three areas are high priority, monitored and carefully supported.
- The Religious Education curriculum leader is knowledgeable and respected in the school community.
- Leaders aim to ensure that Religious Education is well planned and delivered through their careful monitoring of teaching and learning and outcomes. They are fully engaged with this aim. They are well informed of current best practice, engaging help and advice from outstanding practitioners in the region to support the recently appointed head of Religious Education. Thus ensuring that teaching is usually at least good.
- Leaders take great pride in the status of Religious Education in the curriculum. They have an inspiring vision for the school and have set themselves and the department bold targets to ensure that Religious Education performs at least as well as other subjects in public examinations and in teacher assessments in all key stages.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- How well students respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well students respond to and participate in the school's Collective Worship is outstanding.

- During acts of Collective Worship students respond reverently. Students arrived in the school hall quietly ready for prayer. They joined in with the sign of the cross and school prayer.
- Students are able to lead acts of Collective Worship and some are given the opportunity to plan. Students who were spoken to described their experience of preparing for Collective Worship with great enthusiasm stating that they were well supported by the school in this. They are therefore happy to take the initiative and lead meaningful worship.
- There are currently fewer opportunities to celebrate the Mass. Staff and students are creative and resourceful in creating opportunities for Collective Worship. This therefore happens on both a small and large scale with celebrations related to the events throughout the Church's liturgical year.
- Students have a clear understanding of the turn of the Church's liturgical year and those spoken to were able to articulate key feasts, the liturgical events and their associated coloured vestments.
- Every classroom has a religious focus and a crucifix. The vast majority of students value and take a full part in prayer and liturgy. Those spoken to were able to articulate why they pray and understand what it means to be loved by God. They enjoy their Worship and many take an active role in both traditional and contemporary approaches to prayer.
- The Catholic nature of the school is strong. Cardinal Hume is a school with a genuinely prayerful community. Teachers and students are aware of other faith and cultural backgrounds in school and are inclusive and respectful of them. One year 11 student told us, 'When you look at a person you see the person, not their religion,'.

The quality of provision for Collective Worship is outstanding.

- Prayer is an intrinsic part of daily life at Cardinal Hume School. Regardless of their own faith background students embrace the culture which makes their school different. Staff are uninhibited about their own prayer life and readily share with students who are both respectful and encouraged by this.

- Themes chosen for acts of Collective Worship reflect the Church's liturgical year. Occasionally the school will respond to current affairs and events, always reflecting the Church's mission in education.
- Staff who coordinate Collective Worship are passionate about their role and ensure that students have opportunities for Collective Worship which is of a high quality. They have excellent knowledge of the Church's liturgical year and aim to offer as wide a range of liturgical experiences as they can. Their efforts are limited not by their skills or ability but by the lack of availability of clergy locally for this purpose.
- Parents and other adults are invited to school for liturgical events, something which they relish.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders have a deep understanding of how to plan and deliver meaningful Collective Worship. They have extensive knowledge of the Church's liturgical year, its seasons and feasts.
- Leaders keep up to date with innovations regarding the delivery of Collective Worship and ensure students and staff have access to training in this regard.
- Leaders are visible during acts of Collective Worship and often take a lead. They are keen for students to plan and deliver it where possible in a wide variety of contexts. Examples of student led worship were observed. Commitment to this is demonstrated by the school supporting students to attend Emmaus Village retreats where a range of spiritual experiences is embraced.
- Leaders and governors prioritise the professional development of staff which always incorporates personal formation and staff well-being. The school has a director of ethos, an assistant director of ethos and a lay chaplain who work closely to underpin and help strengthen the tenets of Catholic tradition at large in school. CPD for staff also includes planning of Collective Worship in school. Staff embrace their role in supporting the delivery of Collective Worship.
- Leaders review Collective Worship through a variety of means including student voice questionnaires and school monitoring procedures. The review is well documented. Whole school monitoring is a strength and senior staff are highly skilled at setting priorities. The impact of Collective Worship on the worshipping community at Cardinal Hume reflects these priorities. Through their efforts, Collective Worship is effective and appropriate for the faith community at Cardinal Hume.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which students contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

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

1

RELIGIOUS EDUCATION:**2**

How well students achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

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

1

SCHOOL DETAILS

School name	Cardinal Hume Catholic School
Unique reference number	137852
Local authority	Gateshead
This Inspection Report is produced for the Rt Reverend Robert Byrne the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under S48 of the Education Act 2005.	
Chair of governors	Cllr T Graham
Head teacher	Mr N Hurn
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