

Diocese of Westminster

EDUCATION SERVICE



SEF

Diocesan Self Evaluation Form

Date of this version: 2018

The Cardinal Wiseman Catholic School
The Cardinal Wiseman Catholic School, Greenford Road, Greenford, UB6 9AW

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Information about our school

- The school is a 12 form entry Catholic Comprehensive school in the locality of Greenford.
- The school serves the parishes of: Our Lady of the Visitation, Greenford; St Peter & St Paul, Northfields; St Anselm's, Southall; Ealing Abbey - Church of St Benedict's, Ealing; St Raphael's, Northolt; Our Lady and St Joseph, Hanwell; Our Lady of Lourdes & Saint Aidan of Lindisfarne, Acton; The Holy Family, Acton and St John Fisher, Perivale.
- The proportion of pupils who are baptised Catholic is 96.3%.
- The proportion of pupils who are from other Christian denominations is 1.1% and from other faiths is 1.8 %. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 47%.
- The number of teachers with a Catholic qualification is 5.
- There are 8% (158) of pupils in the school with special educational needs or disabilities of whom 33 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above. (School:76% National average 30.3%)
- The number of pupils speaking English as an Additional Language is well above National Average (school 48%, National Average 16.6%)
- There is well below average rate of families claiming free school meals (school 6.4% National Average 12.4%).
- 337 pupils receive the Pupil Premium (18 %).

Department for Education Number	3074603
Unique Reference Number	4603
Local Authority	Ealing

Type of school	Secondary School
School category	Voluntary Aided
Age range of pupils	11-18
Gender of pupils	Mixed
Number of pupils on roll	1,909
The appropriate authority	Governing body
Chair	Mrs Maggie Pound
Headteacher	Mr Michael Kiely
Telephone number	020 8575 8222
Website	www.wiseman.ealing.sch.uk
Email address	info@wiseman.ealing.sch.uk
Date of previous inspection	2014
Grades from previous inspection:	Outstanding
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Are there any particular characteristics of your school which you would like to share?

The Cardinal Wiseman Catholic School is a mixed comprehensive school with approximately 1900 students on roll. Almost every student attending lives in the local parishes. An inclusive admissions policy in comparison to other West London Catholic schools is reflected in an increase in the number of EAL students over the last 5 years, with the school's EAL cohort significantly above the national average. The prior attainment of students arriving at the school is slightly above the national average. Over a ten year period outcomes at the school have been consistently and significantly higher than the national average. Following 2014 GCSE results, that identified pockets of 'in-school' variation, rigorous and robust actions were taken to ensure that students in all subjects were fully prepared for significant changes in course and accreditation structures. Outstanding student outcomes and progress in 2015 -2017 reflects the impact of this on-going work as course structures are subjected to further change. 2017/18 the school underwent a highly successful Ofsted inspection and were awarded 'Outstanding' in all areas.

Staffing Profile

Please note that the following information is also requested annually by the Catholic Education Service as part of the Annual CES Census.

	Numbers	%
Total Catholic teachers	55	47
Total full-time Catholic teachers (headcount)	53	
Total part-time Catholic teachers (headcount)	2	
Total full-time teachers (headcount)	114	
Total part-time teachers (headcount)	2	
Total full time equivalent (f.t.e.)	1.6	
Teachers who teach Religious Education	8	
Teachers with CCRS	3	
Teachers with other Catholic qualification (e.g. Theology, leadership)	5	
Hours per week of additional staff support (e.g. Teaching Assistant) given in Religious Education lessons	42 (2 week timetable)	

Those involved in completion of Diocesan SEF:	Michael Kiely, Ann-Marie McLoughlin, Kayleigh Butler, Joanne Ahern, Megan Jones
Name of Chaplain / priest:	Father Eugene
Subject Leader for Religious Education:	Kayleigh Butler

Pupils' religious identity

	N	R Y7	Y1 Y8	Y2 Y9	Y3 Y10	Y4 Y11	Y5 Y12	Y6 Y13	Tota ls
Number of pupils on roll		310	292	295	295	294	196	226	1908
Number of Catholic pupils		305	289	294	292	290	173	194	1837
% of Catholic pupils of total		98.4	99	99.7	99	98.6	88.3	85.8	96.3
% of children from other Christian faiths		0	0.3	0	0.3	0.7	1.5	6.2	1.1
% of pupils from other faith backgrounds		1.3	0.7	0.3	0.3	0.7	10.2	7.5	1.8
% of pupils from no faith background		0.3	0	0	0.3	0	0	0.4	0.2

Figures are accurate to: [2018]

Pupil Data

Number of pupils with a Statement of Special Educational Needs & Disabilities (SEND) / Education Health Care Plans (EHC)	33	
Number on SEN register (all categories)	158	
Number of pupils receiving the Pupil Premium	337	
Number of pupils excluded in the last academic year	<i>Permanent</i> 1	<i>Temporary</i> 110

Classroom Religious Education Time

Total teaching time – per week	25 hours (Years 7-13)
Total teaching time for classroom Religious Education – number of lessons and %	30 hours per year

Classroom Religious Education Budget over the previous three years

	Current academic year	year	year
Religious Education budget over the last three years	£7,500	£7,500	£7,500
English budget over the last three years	£12,000	£12,000	£12,000
Mathematics budget over the last three years	£19,000	£19,000	£19,000

Attainment and Progress Data – Secondary

Please use numbers not percentages, unless otherwise stated.

Progress

2017-18	Year	7		8		9		10		11	
	No. in cohort	288		288		292		294		273	
		No.	%	No.	%	No.	%	No.	%	No.	%
Working below		38	13.2	51	17.7	82	28.1	97	33.0	84	30.8
Working at		231	80.2	203	70.5	199	68.2	184	62.6	80	29.3
Working beyond		7	2.4	31	10.8	11	3.8	13	4.4	108	39.6

Attainment Key Stage 3 - Teacher Assessment (over the last three years)

Year	No. in cohort	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2018	292	14	4.8	42	14.4	72	24.7	80	27.4	53	18.2	23	7.9	4	1.4
2017	290	30	10.3	42	14.5	61	21.0	79	27.2	46	15.9	18	6.2	0	0

Year	No. in cohort	Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		EP	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2016	291	4	1.4	42	14.4	105	36.0	128	43.8	12	4.1	0	0	0	0

GCSE Results (over the last three years)

Last academic year

Year	No. in cohort	9-7		5+		4+			
		No.	%	No.	%	No.	%	No.	%
2018	261	138	50.5%	228	83.5%	249	91.2%		

Previous academic years

Year	No. in cohort	A* - A		A* - C		A* - G		U	
		No.	%	No.	%	No.	%	No.	%
2017	291	140	48.1%	237	81.4%	287	98.6%	4	1%
2016	287	130	45.3%	233	81.2%	285	99.3%	2	1%

AS Level Results (over the last three years)

Year	No. in group	A		B		C		D		E		U	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2017	43	6	14%	10	23%	11	26%	8	19%	3	7%	5	12%
2016	30	1	3%	14	47%	7	23%	7	23%	0	0%	1	3%

A2 Level Results (over the last three years)

Year	No. in group	A*		A		B		C		D		E		U	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2018	31	1	3%	6	19%	13	42%	8	26%	3	10%	0	0%	0	0%
2017	23	0	0%	0	0%	8	35%	12	52%	2	9%	1	4%	0	0%
2016	25	0	0%	3	12%	8	32%	11	44%	3	12%	0	0%	0	0%

Core Religious Education - Progress

	Year	12		13	
	No. in cohort	196		226	
		No.	%	No.	%
Working below		12	6	11	5
Working at		151	77	168	74
Working beyond		33	17	47	21

Please detail any additional information regarding assessment, related to Religious Education not included above

For GCSE we study EDUQAS Route B; for A level we study OCR Religious Studies and for Core RE we have a bespoke assessment system, using a range of assessment opportunities e.g. research projects, presentations, online assessments to track and monitor progress to ensure that students make further progress from their GCSE. In KS3 we use GSCE style questions to assess students understanding to help prepare them for the GCSE course.

Please detail participation in the following: internal moderation, external (deanery/diocesan) moderation.

The Key Stage 4 Manager trained as an Eduqas Team Leader Examiner for component 1 and 3. This involved standardisation of the live paper with 8 other Team Leaders and the Principle Examiner. 2 days were then spent disseminating marking training to a team of 6 examiners. All insights are shared with colleagues through meetings, moderation within department and schemes of work, for example peer assessment guidance within lessons. Another member of the RE team (LCU) also trained as an examiner for components 1 and 3. All insights are shared with team as above.

We have also worked closely with Lynda Mattock and Chris Barefoot (Eduqas GCSE Subject leaders). This was pre and post internal moderation to clarify marks awarded for examples of work and to seek guidance on future marking, success criteria and to clarify any questions from the team.

The Key Stage 4 Manager attends moderation meetings termly. This is hosted by Douay Martyrs school with other schools in the area who are studying the same GCSE paper (Eduqas route B). The moderation meetings explore expectations for each question and moderation of 8 and 15 marks questions in depth across all 3 papers.

Moderation is completed at KS4 within the department half termly. This covers all three components and features work from Year 9-11. The main features include marking of 8 and 15 mark questions to ensure consistency across the department and comparison of grades awarded across sets and year groups to ensure meaningful grades and progress data.

The Curriculum Coordinator for Religious Education attended Heads of RE conference twice yearly. This involved moderation with other Eduqas schools across the wider Diocese. Most recently a test of “no more marking” was used and allowed viewing of a wide range of answers and a new method for moderation (ranking answers rather than grading) which will be used in future moderation meetings internally. Links have been made with other schools for future collaboration in planning and moderation.

At KS5 internal moderation takes place formally each half term. KS5 teachers also, informally moderate when they feel it is necessary. The new assessment structure is being confidently used by students and teachers. A member of the RE team has also attended the OCR exam feedback session. This was disseminated across the department.

The Curriculum Coordinator for Religious Education attended a Heads of RE conference where OCR delivered a session on assessment and expectations of the new course. This was disseminated to the A level teaching team.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

AI. What has improved in classroom religious education since the last inspection?

- What has the subject leader done to address the previous inspection recommendations?

The previous inspection recommendations were to:

1. 'Develop and expand religious education resources on Frog (Virtual Learning Environment), especially exercises which aid pupils to study independently and be more confident about raising the specific levels of attainment they are working to'

This recommendation has been addressed by:

- The re-design of the Religious Education subject area on Frog including easier access for students, more organised format and addition of a wide variety of resources and information for independent study and support. Students are shown in lessons how to use and access the material by, for example, navigating the various tabs and folders.
- PowerPoints covering content of lessons for all key stages are accessible to students on Frog allowing them to catch up on missed work, consolidate knowledge from class and review learning for homework tasks and revision.
- Information regarding all Religious Education assessment, both internal and external are published on Frog. This information is supported with extended revision materials including tasks and material to stretch and challenge as well as support students in revision. This includes websites, media clips, revision booklets, example answers and practice questions.
- As per school policy, Religious Education teachers set regular homework which is accessible on Frog and students are guided towards the materials that will assist them in its completion. Parents are also reminded through letters and texts of the content on Frog which can be used to support home student and promote progress.
- As per school policy, Religious Education teachers set regular homework which is accessible on Frog and students are guided where to find it. There is often extra help on Frog e.g. a writing frame.

Impact:

- *Students are more confident in using Frog evidenced by the increase in use for revision and homework.
- *Higher ability students are being challenged and stretched, evidenced through learning walks and book looks.
- *Increase in parental engagement evidenced through attendance at Parent Information Evenings, Parents Evening, Celebration of Success evenings and community masses.

2. 'Complete the review of 6th Form general RE, ensuring students are encouraged to become informed and resourceful thinkers and achieving a maturity in their religious literacy.'

This recommendation has been addressed by:

- Appointment of permanent KS5 Manager who manages 6th form Core RE.

- Complete redesign of Year 12 and 13 core RE scheme of work to ensure it is age appropriate, theologically challenging and promotes a deepening of faith and religious literacy.
- Inclusion of “Learning to Love” unit in Year 13 to address faith based RSE at KS5
- Use of Diocesan recommend units such as “Human Trafficking” in order to promote religious literacy and application to modern issues within society.
- Development of varied assessment to ensure progress.
- Debate and discussion of Church teaching, alternative viewpoints and personal views included in lessons.
- Philanthropy and charity work within the community included as part of both Year 12 and 13 programmes. Links developed with local charities through projects such as “First Give” which enables students to develop their religious literacy.

Impact:

- * Students have greater opportunity to live out their faith, allowing them to become more religiously literate evidenced through the scheme of work.
- * The course is extremely rigorous allowing students to be informed and resourceful.

Other improvements to the delivery of classroom Religious Education include:

- The complete re-design of KS4 and 5 Religious Education in response to specification changes
- The creation of innovative teaching resources and the further development of AFL strategies to support the new syllabus.
- The update and review of KS3 scheme of work to address the increase in challenge and depth at GSCE.
- The consistent reference to study skills throughout all key stages which are interwoven through schemes of work. This allows students a strong foundation to excel academically.
- A more cohesive link between KS3 levels of achievement and assessment opportunities
- The more effective use of intervention strategies at all key stages, particularly for significant groups such as SEN or PP students

A2. The content of classroom Religious Education is Outstanding

The content of the Religious Education curriculum at Cardinal Wiseman meets the requirements of the Curriculum Directory, ensuring that students develop a well informed and deep personal faith through the study of God, the life and teachings of Jesus and the core beliefs of the Catholic Church. Each key stage is clearly mapped to the Curriculum Directory to ensure all areas of study are met.

Recent redesign and continual update and development of all schemes of work including bespoke schemes in KS3 and core Religious Education in 6th form ensure that students receive high quality and innovative teaching of content. Engaging and creative lessons are designed and shared to ensure that all students from Year 7 to 13 receive age appropriate, outstanding quality Religious Education.

Groups within Religious Education have been altered and we have moved away from the traditional set and we now teach in broader ability streams. This has resulted in lessons being differentiated to a much higher level. The impact of this has been significant as demonstrated in the recent examination results. Furthermore, teaching in this way, has resulted in a much

more creative delivery of Religious Education and in turn, all students have been exposed to a much more in-depth study of the Curriculum Directory.

At KS4 the new GCSE exam specification selected is EDUQAS Catholic Christianity and Judaism (Route B), which is approved and recommended by the Bishops Conference of England and Wales. The SOW at KS4 has been carefully planned and designed to provide a challenging, systematic and cohesive study of the two religions. At KS5 the new A Level chosen is OCR and includes an in-depth study of Development in Christian thought.

Assessment of students' knowledge, understanding, application and evaluation of content is embedded into schemes of work across all key stages. Collaborative and high effective planning means there is clear progression of content shown in formative assessment. Internal exams test cumulative content as opposed to only current units of study. There are clear AFL techniques embedded into all schemes of work in order to ensure the content taught in class is understood and misunderstandings are addressed with students who are not making expected progress.

Impact

Learning walks, book looks and regular sharing of good practice in department meetings and planning time show that the content of Religious Education at Cardinal Wiseman is rigorous yet accessible to all students allowing them to flourish both academically and spiritually. The Department is committed to delivering academic excellence in the classroom and to developing religiously literate students. This is then consolidated through students participating in charitable activities, pilgrimage, The First Give Project or reflective lessons.

Teachers in the department are trained subject specialists with a variety of specialisms including Theology, Ethics, Religious Studies and Philosophy. Members of the team have an in depth knowledge of the curriculum directory and the team have a shared vision for the department as the face of Jesus Christ for the students in our care.

A3. Pupil achievement in Religious Education is Outstanding

Across all Key Stages there is a trend of improved attainment and progress over time.

2017-2018

This was the first year of the new GCSE and A level course within Religious Education.

GCSE

Pupils' achievement is outstanding; this is evidenced through our outcomes, indicating rapid and sustained progress. For example, 9.9% of students achieved 9 grade, however, only 8.5% of students had this as their target. Also, 17.3% of students had a target grade of a 9 or 8, however, 28.9% of students achieved this grade demonstrating that we have added significant value to students results at GCSE. We have also managed to significantly narrow the gap with significant groups for example: the average target grade for disadvantaged students was a 6-, however we achieved a 6=. Also, 50% of disadvantaged students had the target grade of a 9-6, however 67.5% of students achieved this grade. Our middle ability students also made excellent progress, for example we added significant value to our students' results for the categories for 9-5 grades e.g. 21.7% of students had a target grade of 9- 7, however 44.3% of middle ability students achieved this. EAL students also achieved

exceptionally well and for example, 78.8% of students had a target of 9-5, however 82% of EAL students achieved this. Furthermore, there was no significant gap between boys and girl's achievement and at times, boys actually out preformed girls for example, 76.2% of boys had a target grade of 9-5, however 78.5% of them achieved this, compared to girls where 89.9% of them had a 9-5 target grade, however 88.4% achieved this.

Compare to other core subjects' attainment in Religious Education is outstanding. For example, for 9-7 grades, Maths achieved 32.6%, English Language achieved 20.6% and English Literature achieved 38.6%, whereas Religious Education achieved 50.5%. Also, for students achieving 9-5 grades Maths achieved 71.3%, English Language achieved 70.1%, English Literature achieved 79.3% whereas Religious Education achieved 83.2%.

Furthermore, FFT 5 for grade 9-5 is 76% for Religious Education, however we achieved 83.2% which demonstrated that nationally we added significant value to students' results. In comparison Maths FFT 5 for grade 9-5 is 69% and we achieved 71.3%. This demonstrates that even within a highly successful school the Religious Education Department is performing exceptionally well compared to other core subjects.

2016- 2017

Attainment was significantly above National Average and other AQA centres. 48% of students achieved A*-A compared to a national average of 32%. Similar AQA centres achieved 28%. 82% of our students achieved A*-C grades with similar AQA centres achieving 69%. 2015/16 our average mark across both papers was 74%, this was maintained this year. 83% of students made 3+LOP and 26% made 5 LOP, both an improvement on 2016. High Ability did exceptionally well as 94% of them achieved 3LOP-an increase of 3% on last year. 72% of them achieved A/A* grades. Middle ability student achieved higher than targeted for A-A* by 26%. Girls also performed outstandingly with 86% making 3LOP. We have also closed the gap between boy's and girls' progress. Last year there was a 14% discrepancy and this has been narrowed to 6%. 82% of EAL students achieved 3+LOP in line with the whole cohort. 82% of Pupil Premium students with no additional SEN needs made 3LOP.

A level

2017- 2018

KS5 results are also outstanding; this has been evidenced in our results. For example, we achieved an ALPS score of a 4. This demonstrated that we added significant value to results. 64.5% of students achieved an A*- B grade, the National Average for OCR Religious Studies was 53.8%. Furthermore, 90.3% of students achieved an A*-C grade, the National Average for OCR Religious studies was 78.9%, again demonstrating the significant value that was added to our students' results. There was no discrepancy between current FSM students in terms of achievement. There were only 31 students in the cohort; this makes it difficult to discuss meaningfully some discreet groups. For example, there were no students with an SEN need, or who were classed as disadvantaged and only 3 boys in the cohort.

2016- 2017

34.8% of students achieved an A*-B and 87% achieved an A*-C. This was above the OCR National Average which was 81%. There were only 23 students in the cohort; this makes it difficult to discuss meaningfully some discreet groups. For example, there were no students with an SEN need, or who were classed as disadvantaged.

KS3

KS3 has seen some significant changes in the last 2 years as a result of the changes brought in at GCSE and A Level and as a result of the increasingly able cohort joining the school each year. We have increased the academic rigour expected from our students and are developing new schemes of work to match this.

At KS3 students can be seen to be making progress towards achieving higher grades in recent years. With the change from Levels to Grades it is harder to see a comparable trend over time however the continuously improving and outstanding GCSE results reflect this. Over the last couple of years, for example, our Y9 students have moved up from 21% grade 5 predictions to 24.7%. At the higher end we have moved up from 6.2% grade 8-9 to 9.3%.

Impact

The outstanding results at all key stages demonstrates that pupils are excelling and that teachers have exceptionally high expectations of students; students are fully engaged in their own learning and they are proactive in seeking higher level work. Furthermore, the new GCSE and A level course has had a positive impact on students understanding of religious language and they are exceptionally well versed in their understanding of religious literacy.

A4. The quality of teaching is Outstanding

The Religious Education departments' outstanding standard of attainment and progress is a direct result of the highly effective Teaching and Learning systems and the staff's high expectations of the students. A robust programme is in place to monitor and develop Teaching and Learning throughout the year. Learning Walks provide regular opportunities for staff to receive feedback or coaching on their pedagogy and is intrinsically linked to data analysis, work scrutiny and student voice. Evidence from all aspects of evaluation is harnessed centrally to capitalise on best practitioners and channel support where necessary therefore building a culture of collaboration across the school.

Learning walks show excellent standards of teaching, learning and assessment across the department. There is a more rigorous checking of students' books and teacher presence is clearly visible. Student voice has allowed TLR holders to plan effective strategies to ensure greater consistency across the department. Time for actioning work is being embedded into lessons in light of whole school policy, thus marking and feedback leads directly to student progress. Student voice demonstrates that pupils are aware how to progress and act on feedback meaningfully.

Evidence from Learning Walks show that:

- Teachers impart religious knowledge with creativity, confidence and authority to ensure pupils are engaged in learning.
- Teachers develop excellent relationships with their students, creating an outstanding atmosphere for learning that gives all students the opportunity to progress. Rare incidents of disruption are effectively managed, with teachers confident in the application of whole school based sanctions where appropriate.
- Students are challenged and know how to deepen and develop their knowledge, understanding and skills.

- Teachers systematically check understanding, use highly effective questioning techniques to challenge students' thinking and can identify and support those students who need help.
- Teachers recognise students' efforts and encourage them work hard and take pride in their work.
- Effective marking and feedback procedures are closely monitored and are now embedded in the whole-school Marking, Feedback and Assessment policy.
- Differentiation and creative strategies are used in all lessons. A Year 9 lesson was praised in the recent Ofsted inspection and the inspector commented that the lesson 'reinforced a pattern of well-planned lessons and had a sophisticated level of use of language and ideas; high level of challenge; resources appropriate and slickly used (**Ofsted evidence feedback meeting – July 2018**)

The new GCSE Scheme of Work has been planned effectively in response to the new specification and continued updates and clarifications from Eduqas. A new answer structure has been rolled out across the department in response to the exam board mark scheme requirements. Resources are shared and all students benefit from the lessons and resources produced by the team. Two members of the Religious Education team are markers for Eduqas which has ensured that the answer structure is well-judged which in turn facilitates all students make progress.

The Department's approach to revision was radically reformed in 2016.17. Inside lessons, revision techniques were taught explicitly and the curriculum was interleaved to assist student recall. During additional intervention sessions, teachers worked with small groups of underachievers, particularly SEN and disadvantaged students, and focused on organisation, self-regulation and flipped learning to accelerate their progress. These strategies were research informed

KS3 Schemes of work are being continually updated to reflect the demand of the GCSE course and include specific activities that are replicated at KS4 teaching- particularly with reference to structuring exam answers. Examples of differentiation and creative strategies in all lessons are shared within the department.

As a department we share resources and examples of good practice so that we are constantly modelling to each other high quality teaching and planning. Learning walks give us the opportunity to see other teaching strategies and to reflect on how to develop and enhance our own teaching. This commitment to professionalism across the team has enabled us to adapt well with the move to streamed classes. The quality of differentiation and personalised learning across the department to suit different students' needs is very high.

Assessment has also been developed at KS3 to enable students to really build the written skills required to access the GCSE and to reflect their own views and faith meaningfully. 'Visible Learning' and the use of WAGELLS has been adapted to give students the opportunity to produce well thought through pieces of writing that consolidates both peer and self-assessment before being handed in to the teacher to mark. Internal moderation takes place at regularly. This is to ensure that there is a consistent application and understanding of the new grade descriptors introduced at KS3 to reflect the demands of the new GCSE exams.

The schemes of work continue to highlight key terms being taught and our students religious literacy is consistently very high. The grade descriptors highlight the need for our students to

be religiously literate through the use of religious language and ideas and so we are able to demonstrate good levels of religious literacy across the department.

Regular line management meetings between SLT and the Religious Education Curriculum Coordinator focus on Teaching and Learning to discuss, evaluate and action Teaching and Learning within the Religious Education department. This is disseminated to Key Stage Managers and through department meetings. This ensures highly effective teaching and challenging homework activities are in place.

Impact

Our students' capacity to be religiously literate is developed through our excellent resources and a passionate commitment to outstanding teaching and learning. Furthermore, our outstanding results demonstrate the impact of our Teaching and Learning.

A5. The effectiveness of the leadership and management in promoting religious education is Outstanding

'Omnia Pro Christo' is our school motto and it is at the heart of everything that we do, this message permeates the vision for the Religious Education Department. Our shared dynamic and creative vision for Religious Education is to ensure academic excellence for all students whilst enabling our students to fully know Jesus Christ so they can leave school religiously literate and with the confidence to continue to flourish in their faith. All members of the Religious Education Department share in this collective vision.

The Curriculum Coordinator for Religious Education steers the vision and direction of the Religious Education Department with clear systems and structures. These practices have been adopted by other subject areas and the Curriculum Coordinator often presents ways to improve Teaching and Learning to the whole teaching staff, for example the success in the new streaming system within Religious Education. The Curriculum Coordinator understands the need to stay ahead of educational developments and supports the whole team with continuous and bespoke CPD, for example one member of the team is currently studying for an MA in Religious Education Pedagogy, another member of the team is currently studying the NPQML programme. Most members of the team have either led and/or participated in the school's CPD programme.

Religious Education is a core subject and is the bedrock of everything at the school. There is a fully established culture of high expectations with Religious Education lessons, which creates an outstanding atmosphere for learning and progress. Highly effective systems and structures are in place within the department to frequently monitor, track and ensure pupil progress in Religious Literacy.

Continuous improvement in Teaching and Learning is at the core within the Religious Education Department. The department is a supportive environment; constant informal dialogue between staff about teaching and learning are a regular feature of the RE Office. Teaching is consistently good to outstanding – led by a strong leader who models excellence in classroom practice. As a result, all Religious Education teachers have high expectation of themselves and their classes but also work collectively, within a highly supportive framework, to improve Religious Education. Good practice is celebrated and shared to ensure high quality

teaching, learning, assessment and behaviour in all areas of Religious Education. As a result, the quality of the leadership and management of Religious Education is outstanding. The new content for GCSE and A level has allowed exciting opportunities for the Religious Education team to expand and develop their subject knowledge. Excellent subject knowledge has been observed during learning walks. Continual CPD is delivered through tailored training programmes, delivered through coaching and feedback, departmental meetings, Ealing Schools Network groups and external courses, (Exam boards, PTI and Pixl). A *Teachmeet* programme aligned to a whole school need is in place for morning briefings where the Religious Education Department routinely shares good practice. Staff from the Religious Education Department have led a number of these sessions. For example, the Curriculum Coordinator and the KS4 Manager led a whole school inset on revision skills. This demonstrates that the Religious Education department is highly respected and well led department.

Collaboration and research is a fundamental aspect of our CPD programme and has assimilated DFE and EEF recommended strategies to ensure robustness. Members of the Religious Education team have been involved in cross borough research projects with several other schools. Their findings were shared with the whole staff. This great depth of knowledge enriches the Religious Education Department and shows the Curriculum Coordinators dedication to meeting students' needs in an exceptional way.

The Department is structured in a highly effective way. There is a Curriculum Coordinator, a Key Stage 5, 4 and 3 Manager. This exhibits the centrality of Religious Education in the school. The Curriculum Coordinator and Key Stage Managers meet routinely to discuss and respond to current data, identifying any discreet groups and plan interventions. This is disseminated and explored with the team through curriculum meetings.

The Religious Education department works closely with the Chaplain. Together they promote the Spiritual, Moral and Cultural development of students across the school. Trainee teachers and NQTs are supported well, with appointed and recently trained mentors to oversee their needs and progress. The department warmly acknowledge their collective responsibility towards less experienced staff through joint planning and an open door observation policy.

The Religious Education Department is committed to their vocation as Christian educators and therefore avail of every opportunity to support the Catholic Life of the school. For example, the RE team lead on charity programs to allow students the opportunity to live out their faith.

The Curriculum Coordinator presents termly to a subcommittee Governors group which is responsible for the Catholic Life of the School. This offers a unique opportunity discuss in great detail all aspects the Religious Education Department. This demonstrates the relentless focus on improving Religious Literacy and supporting the Catholic Life of the school.

Impact

The Curriculum Coordinator has an excellent understanding of the strengths and areas for development in Religious Education. Self-assessment is thorough and accurate, therefore leadership is actively engaged in improving the quality of Religious Education offered to students. Issues are clearly identified and action on the areas for development is already well established with regular evaluation ensuring excellent progress.

A6. What should the school do to develop further in classroom religious education?

- Continue developing our understanding and teaching of the new GCSE and A level courses.
- Complete the redesign of the new KS3 and Core RE Curriculum in light of the increased rigor at KS4 and 5 accreditations.
- Continue the review of using broader streams within RE and not the traditional 'sets'
- Support the whole school focus, of embedding literacy skills within all lessons.

A7. Overall Grade: Classroom religious education is Outstanding

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

B1. What has improved since the last inspection?

'Increased student awareness of the life of Cardinal Nicholas Wiseman'.

- In the first week of the Year, Mr. Vincent Knight, a Maths teacher of significant years at the school dresses up and 'becomes' Cardinal Nicholas Wiseman to teach the Year 7 students about him and his contribution to the Catholic Church in England. In Years 8-11, Mr. Knight leads an assembly focusing on various aspects of Wiseman's life that can be connected with the students' experience (e.g. hard work/rigour, resilience and faithfulness).
- This year the school chaplain led a similar assembly, also teaching the students Y7-11 about Cardinal Wiseman. The students took part in a true or false quiz to test their knowledge of Nicholas Wiseman, before they reflected on what attributes of Wiseman live on in the school through each of the students. The attributes that were highlighted as a key part of this Wiseman Spirit with faithfulness, curiosity, courage, and joy.
- In the Year of Mercy, we took a group of students Years 7-9 to Westminster Cathedral for a Year of Mercy Pilgrimage, going down into the crypt to see Cardinal Wiseman's tomb and praying there. This year, the student Liturgical Leaders are also going on this journey to Westminster Cathedral, as part of their training and enrichment as faith leaders within the school.
- Within the KS3 unit "Community", a lesson focuses on the life of Cardinal Wiseman and links his life to the life of our school community and personal faith journey. In RE lessons the students also do a "Cardinal Wiseman Quiz" at Christmas time.

Other areas where the Catholic Life of the school has grown/improved:

- Our school continues to value the role of chaplain reflected through the chaplain's salary (despite cuts to all areas of the school, the chaplain is paid a competitive professional salary); there has always been great emphasis on the importance of this role, and thus, there has been significant time, energy and resources given to recruiting maternity cover chaplains and/or a new chaplain. Our current chaplain (as of May 2018), Megan James, is a recent graduate from the University of Birmingham. She has also been a team leader for the Catholic Charity Youth 2000 for a number of years. Her love of Youth Ministry is of great benefit to the faith life of the school and she has established links within the national Catholic community. Along with the Catholic life team, she has been focusing her energy on expanding the chaplaincy as the heart of the school.
- The Catholic Life Team, Megan James; Chaplain, Joanne Ahern; Head of Catholic Life, Ann- Marie McLoughlin; SLT lead and the Catholic Life Governors, meet regularly to plan, implement and monitor the Catholic Life of the school. The team have raised the profile of the active Catholic life of the school by delivering high quality CPD to staff and introducing student Liturgical Leaders. They have also further developed worship and Common Good. For example, on the first day of the academic year 2018, the new Catholic Life team lead an inset on 'What it means to work in a Catholic School' in order to welcome new staff and prepare them for being part of our Catholic School community, as well as remind veteran staff about how all have a duty to continue to nurture our strong Catholic community and live out our mission and Gospel values. This year the session focused on the aspect of service (linked to the Eucharistic journey) and the Catholic life of the school at the heart of everything we do. This culminated in a whole staff liturgy, opening the year in reflection and prayer. The work of the Catholic Life team ensures that all levels of the school community, including students, staff and Governors, are contributing and supporting aspects of faith life.

-The school makes continued investment in religious art, including the sculpture at the front of the school symbolising the essential part each member of our community plays, a new nativity set with hand-crafted stable from DT, Our Lady of Czestochowa chosen by a Year 7 Jack Petchey recipient on display in the Jerusalem building, religious artwork in the RE department corridors and most recently the school Motto “all things from Christ” and new gospel values banners will be the centrepiece of the school hall. There are plans for investment in more pieces of religious art this year. This ensures that our school site has a clear Catholic identity and reminds students and visitors of our place within the wider Catholic community.

- Our Cardinal Wiseman Lourdes pilgrimage has been on offer for students in Year 7 & 8 2016, 2017. Due to a changeover in staff this did not go ahead in 2018, but plans are in progress to run the Pilgrimage again this academic year (2019) with KS3 students. This spiritual experience allows students to deepen their personal faith and understanding of their place within the wider Catholic community. They return with a renewed religious conviction which is then shared with their peers and the school community via assemblies, RE lessons and tutor time.

-A faith and art club, called ‘Expression’ and student Alpha Club have also both been introduced in 2018 to give the students a place to express themselves and ask questions about their faith. This again is in effort to put our motto ‘All Things for Christ’ into action. The impact of this has been particularly significant to our SEN and more vulnerable students, giving them a creative outlet for faith exploration and development.

- Our school holds a Wiseman Wellbeing Fortnight to promote the wellbeing of the whole child. (2018 dates 29th Oct - 9th Nov). The 2018 fortnight offered a variety of enrichment opportunities for staff and students, including a visit from the Charity *Youth 2000* who lead staff and students in a session on scripture and music. As a result, students and staff feel safe and valued as members of our community, and issues such as mental health and emotional and spiritual wellbeing are addressed and made a focus.

B2. The place of religious education as the core of the curriculum is Outstanding

- Religious education receives the weekly entitlement of 10% curriculum time at all Key Stages. Students receive 5 lessons across 2 weeks in KS3 and 4. Students receive 30+ hours at Key Stage 5 for Core RE (1hr per week).

- We follow the EDUQAS Route B GCSE paper as directed by the Diocese.

- The status of religious education is evidenced in the staffing; the department is fully staff with well qualified and appropriately experienced staff (9 full time RE specialists) and generous budget and resources available including textbooks, religious artefacts and artwork.

- The RE Department is on the 1st floor with 10 classrooms at the heart of the Jerusalem building, and our chapel is in the Bethlehem building, which is at the centre of the school site and is accessible to all staff and students.

- The RE department receives an ample budget of £7500 and is generously resourced. There is a surplus of funds yearly and additional money for textbooks and other large expenses is met with funds outside of the budget when requested.

B3. The experience of Catholic worship – prayer and liturgy – for the whole school community is Outstanding

The Cardinal Wiseman Catholic School is a close knit Catholic community with a vibrant and dynamic liturgical and prayer life and the school motto “All things for Christ” is embraced and embedded in our daily lives. This is evidenced in:

- Prayer and worship are central to the daily life of the school. The Chapel is used daily for worship including liturgies and Adoration and also during RE lessons for reflection and the receipt of sacraments. Daily acts of worship take place during tutor time, class time and assemblies. All

classrooms have a prayer focus, a tutor prayer book (which gives ideas on how to lead prayer, a prayer rota, and a number of prayers for all occasions) and daily worship is led by students in tutor time with guidance from the Chaplaincy. Weekly prayer sheets are available to use and daily prayers are based on the Gospel of the day. Daily prayers are in the student planners and the Chaplaincy team visits tutor groups to support prayer and liturgical projects in morning and afternoon registration. Opportunities for prayer and worship are offered from the richness of the Catholic tradition. For example, there is Adoration available to students at lunchtime on a Friday in the chapel, and there is led meditation on scripture (Lectio Divina) every Tuesday lunchtime. This alongside the choirs is to promote the idea that there is more than just one way to pray, and that prayer is at the heart of our community.

- Staff briefing and departmental meetings also begin with prayer and reflection and staff prayer is held on Tuesdays and Wednesdays in the chapel at 8:30am. Staff are also invited to attend Adoration after school on a Wednesday during a Holy Hour from 4-5. During the autumn term of 2018 Staff Alpha is also being introduced. The focus on staff worship and prayer life ensures that the Catholic life of the school permeates all levels and that staff are valued as integral members of the community and are able to lead students as examples of active people of faith.

- There is a regular programme of assemblies. All have a liturgical focus, engagement with scripture, and an opportunity for prayer, reflection. The assembly rota places justice and service and action at the heart of assemblies, encouraging student to act on messages in the Gospel and live out their faith in a practical way. Recently assemblies have included themes of respect, prayer, and community, highlighting significant dates in the Church calendar linking them with day to day life of students. For example, the week beginning with St. Therese's feast day inspired assemblies all about her "Little Way" of faith, and how students can follow this way in their everyday lives.

- The weekly prayer sheet signposts key events in the liturgical year, news and community prayers to be said during tutor time and at home. The Chaplaincy page on FROG and the school website also provide up to date information and links. The "Faith Life" page on the website shows the weekly prayer sheets used within school, news and updates from the chaplaincy, and provides a link between the faith life of the school, parents and the wider community.

- Weekly Mass takes place for staff and students in the Visitation Church. Year groups and tutor groups lead the Mass with readings, bidding prayers and the offertory. Form tutors and staff members attend and worship with students and members of the parish. Staff sit with students and the community worships together as one body. It is a sign of our inclusiveness that all choose to come and receive a blessing or the Eucharist during Mass. Students also have the opportunity to attend Mass on holy days of obligation. Responses and lyrics are on the big screen to encourage active worship and an annotated Order of Service has also been introduced during autumn term of 2018, ensuring that members of our community are active participants in worship and understand its importance.

- The music department is a great support in the Liturgical life of the school. Music chosen reflects themes and students and staff are encouraged to contribute ideas. The Choirs, including a Polish Choir are well established and growing in numbers and confidence. The choir brings students together in praise and inspires other students in the year group to take part in music as a form of worship. They bring great joy to our liturgical celebrations. This is supported with a Spotify "Wiseman Worship" playlist and a Wiseman worship hymn book. In 2017 the Wiseman Choir performed carols for the turning on of the Ealing Police Station Christmas lights, and have been asked to do this again on the 14th of November 2018.

- During Lent, the Sacrament of Reconciliation is available for students and staff. Students are encouraged to receive the sacrament as a deepening of their faith and taught about the process, importance and symbolism of the sacrament in assemblies and RE Lessons. Students therefore feel confident and energised by the sacrament, moving away from traditional ideas of fear, confession and punishment, and towards more positive aspects such as forgiveness and grace. They also have the opportunity to say the Rosary during lunchtime clubs and during the Month of May the Rosary is said in tutor time. Again students are familiar with practices within the Catholic tradition and are able to express the reasons for practice as well as the process.

-A Student Liturgy Team of “Liturgical Leaders” in Years 7-11 has been implemented this year and the team meets regularly to plan and evaluate liturgical celebrations. These pupils are actively involved in the preparation and leadership of worship. They lead prayer and charity in tutor time, co-ordinate whole school projects and have a badge on their blazer to ensure the whole school is aware of their important role in the faith life of the school. They received training in November and are providing an excellent role model of faith in action for the whole community.

- 6th Form students apply and are selected to work as part of the Chaplaincy Team to organise charity events, support the Eucharistic and liturgical life of the school and promote the Catholic ethos across the school. Yr12 students are also “buddies” in Yr7 tutor groups, ensuring that the whole school community is working together as whole to support new members and provide positive role models.

- Over recent years we have further grown and developed the retreat programme for Years 7, 9, 10. A great deal of time, energy and resources goes into the retreats with tremendous support from SPEC volunteers and staff at Wiseman. The Year 10 retreat now has Year 12 students who act as student leaders of a small group (supported by an adult staff member). This retreat not only helps Year 10 students reflect on their faith journey, but gives a sense of responsibility and leadership to the Year 12 students who ‘give back’ to younger students. Our Year 7 retreat, which was established in the Autumn 2012, has become a fun and smooth running ‘tradition’ to welcome our new students in to the Wiseman Family and help them to understand that their similarities and differences make them a unique and valuable member of the body of Christ and our school community. This year the students spent the day exploring the idea of community and our school Motto ‘all one in Christ’.

B4. The contribution to the Common Good - service and social justice - is Outstanding

- Pupils at Cardinal Wiseman know and understand the Gospel call to justice and service from a local, national and international context. Our theme this year is service, linked to the washing of the feet in the Gospel of John and the Eucharistic journey this year. This was reinforced in staff training, and is to be referenced throughout the academic year as the focus of tutor prayer and will be the focus in tutor assemblies this year.

- The School motto “All things for Christ” is embraced through the application of the Gospel Values in pursuit of the common good. The Gospel Values are displayed in the school hall, a focal point for students and staff alike when gathered together. Students learn about the meaning of the motto and the application of the Gospel values in RE lessons, assemblies and tutor time, specifically in the first unit of Yr7 unit “Community”. The impact of this is that students and staff are aware of the core gospel messages and are made aware of how they can use them to work towards the Common good practically through action in their own lives.

-Every term, opportunities are available for pupils to actively engage in service to those in need. For example, sixth form students take part in the First Give Project. Last year in Core RE Year 12 students put together presentations about a local charity following research on local social issues. They visited and presented about their chosen charity in a competition which was judged by the Mayor of Ealing - First Give awarded the winning group £500 to donate to the charity that they worked with. Yr 12 student, Eva Sellick, lead the winning group and they gave the money to Ealing Mencap. Year 12 students also create Christmas boxes yearly for different charitable organisations.

-There are termly charity drives and ongoing philanthropy across the school in keeping with the liturgical calendar. In recent years, the school has collaborated with and raised money for charities and organisations including but not limited to;

Local Charities such as Grenfell Tower (Talent show), Meadow House Hospice (Bake Sale), Harrow Food bank (Talent Show), Ealing food bank (ongoing weekly collections in 2018), various Local Charities through the First Give project, Hanwell/Acton homeless Concern

National Charities such as Motor Neurone Association (Bake sale), Jack Petchey- staff and pupils are nominated for this award on an annual basis, IntoUniversity-a local charity who support students

on a regular basis to develop their aspiration, First Give, Rotary club Christmas shoebox appeal (Yearly), Macmillan (Business Studies 6th Form students organised a Macmillan Coffee/Cake morning with support of various departments around the school), Students fundraise and a selected group of KS3 students attend a Mass each year hosted by the Catholic Children's Society at Westminster Cathedral.

International Charities such as sponsorship of a school in Burkino Faso in Africa (yearly- an assembly to inform students of the needs of people in BF, followed by Lenten fundraising to enable an additional class to operate during the following year-see materials)

-A number of charity fundraising opportunities also emerge yearly based on individual tragedies/needs of our Wiseman and local community. Examples include a Fundraiser for CRY – In remembrance of James Pettifer, staff who run for “Race for a Cure”, and several Individual fundraising staff runs and marathons Eg: Cancer research, Autism awareness and the Alzimers society.

-6th Formers are heavily involved in community outreach. Teams often volunteer to help with retreat days at local primary schools (St. Joseph's in Hanwell, Our Lady of the Visitation in Greenford, etc.) and this year the prefect team are working with the Visitation parish team to plan and deliver initiatives for younger and older members of the Parish. The 6th Form prefect team have also established links with local care homes and as well as regular visits, have set up advent activities and events such as a choir performance and Christmas card and gift exchange with the residents.

- Respect for one's own and others' cultural background underpins relationships and behaviour at the school. We embrace both staff and students of different nationalities and faith backgrounds. This is further evidenced in the school's effort to embrace EAL student's spiritual development with initiatives such as the Polish Choir. There is a sense of belonging and support for each other and this was commented on in the most recent OFSTED report (2018) which stated, “*The school's ethos, the Wiseman spirit, is based on faith and high expectations of care and individual responsibility. Pupils benefit from a wide range of provision for their spiritual, moral, social and cultural development. This provision, together with the strong relationships between pupils and staff, contributes to an exceptional environment in which all pupils can thrive.*”

-Pupils are enabled to develop their talents and flourish through various clubs in the school covering musical, academic, spiritual, creative and sporting interests. Including; debating team, chess club, football and netball teams, rowing, art, life drawing, Alpha. This ensure that students contribute to the school community using all their god given gifts and talents, and are encouraged to flourish within our community.

- Students assume appropriate levels of responsibility and actively engage in leadership activities. This includes a student council, literacy reps, numeracy reps and liturgical leaders in every tutor group. For several years we have run a successful Buddy Programme. Year 12 students apply and are selected and paired with a Year 7 tutor group. In previous years the Year 12 buddies assist on the Year 7 retreat day and then visit their assigned Year 7 tutor group every Tuesday during AM registration. The Year 12 students assist tutors in planning the tutor assembly, lead various activities and mentor more vulnerable students.

-The school has a first class Inclusion team which was graded outstanding by Ofsted in 2018 for personal development, behaviour and welfare. Staff and governors receive safeguarding training yearly and regularly throughout the year in briefing and CPD sessions. We work closely with our Safer Schools Officer to ensure the safety and well-being of staff, students and parents. Presentations and lessons take place to guide and inform students on issues such as keeping safe over the summer, internet safety, radicalisation and Female genital Mutilation. This ensure all members of the community feel confident in keeping themselves and others safe within the community.

- Achievement assemblies and celebration of success evenings are part of the culture of the school. These happen throughout the year and celebrate the flourishing of students academically, socially and spiritually. Students recognise that their efforts are valued and celebrated and parents are able to join with the teachers and children to celebrate their success and encourage progress, effort and achievement.

- To ensure development of the whole child, students receive regular enrichment from outside agencies. This includes the “Explore” Marriage team to learn about the sacrament of Marriage,

“Chelsea’s Choice” in Year 8 and 9 to learn about healthy relationships and TENTEN Catholic Theatre Company in KS4 to explore issues surrounding sex, relationships, moral decision making and peer pressure. The students therefore receive learning from various outlets, allowing them to explore personal views and issues and be actively engaged as their learning about faith comes “off the page” and is brought to life with theatre, workshops, debates and discussion.

B5. The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf is Outstanding

- We have a strong partnership with the “Our Lady of the Visitation” Parish. Parents and families are invited to attend weekly year group Masses held in the church. New parents and Year 7 students have a mass to celebrate the beginning of their time at Cardinal Wiseman and there are also various celebrations held in the church throughout the year including “celebration of success” for every year group, Advent services, Mass of Thanksgiving for Year 11 students and their families after the completion of their GCSE exams, Leavers Mass for Yr13 and RE lessons within the timetabled day.

-The Annual Wiseman Advent Lessons and Carols Service includes participation from student, parents, staff and Our Lady of Visitation Primary School students and staff. An invitation is extended to all members of Cardinal Wiseman, Visitation Primary and the Visitation Parish communities. This brings all levels of our community together to celebrate and worship as one.

-The school’s major liturgical celebration is the parish celebration for St. Vincent Pallotti on the 22nd of January. Cardinal Wiseman students volunteer to read at Mass alongside The Visitation students as a show of unity and support to our Pallottine priests at the Our Lady of Visitation Church. Each year, we jointly prepare the St. Vincent Pallotti Feast Day mass with Our Lady of the Visitation Primary school, which is followed by Cardinal Wiseman hosting 200 members of the parish for lunch to celebrate the Feast Day (January).

-The Chaplain and Head teacher attend and/or host the Ealing Deanery meetings to strengthen links between ourselves and the parishes and clergy; we keep the Deanery informed of what we are doing at the school and support the parishes in their work. Staff are excused from after-school meetings in order to attend the Ealing Deanery mass with other local catholic schools in October. The Chaplain all takes part in outreach to parishes throughout the Deanery, with visits to parishes e.g. St Georges (Sudbury Hill, May 2018) to support parish Confirmation programme.

- The Chaplain, Head of RE and Head of Catholic life stays in regular contact with our Diocesan schools’ advisor (Mrs. Claire O’Neill). Our Chaplain regularly attends the Diocesan Chaplains’ Days and the Head of RE attends the Diocesan Heads of RE conferences every year. Other members of the RE team attend training at the diocese such as “Aspiring Heads of RE” day and NQT training. Joanne Ahern has lead CPD for the Diocese, leading a talk to NQTs on workload management and teaching RE in a Catholic School. Therefore, the team are kept abreast of current initiatives and diocesan foci and are able to follow new guidance in order to promote the Faith life of all. Teachers are well trained and receive CPD tailored to the distinct needs and priorities of a Catholic school.

- We actively seek the support of parents as the first educators of faith and have significantly increased the opportunities to involve them in the education of their children. This has included invitation to Mass services, our Carol service and Lenten journeys, meet the tutor evenings, parent consultation evenings, options evening and the continued use of FROG and the website. Our website features information on all aspects of school life. Our “Faith Life” page has access to our weekly prayer sheets, chaplaincy news and charity events, details on the spiritual life of the school and Catholic News links from the Catholic Herald. This ensures that parents and members of the community have a constant link with the faith life of the school and are able to keep up to date with the work of the Chaplaincy and student leaders.

- Parental responses to survey questions are overwhelmingly supportive. Attendance at consultation evenings is exceptional. This shows that parental engagement is outstanding and allows the school to respond to feedback given in order to further improve links with parents and carers.

- Our school is supporting two schools from the Archdiocese of Liverpool (St Bede's Catholic High School and St Edmund Arrowsmith Catholic High School) and has also recently hosted a visit from a number of colleagues from St Richard Reynold Catholic High School, Richmond seeking best practice. We work in fraternal reciprocity with several Catholic schools in the Diocese and plan to build our connections with Catholic schools around the country. In addition, Joanne Ahern in her role as Head of Catholic Life, is working with Finchley Catholic School to share good practice and discuss strategies in supporting emerging young School chaplains.

-Our Lead Learners (Year 9) support local Catholic Schools with numeracy and literacy sessions. Year 5 students are invited to Cardinal Wiseman and take part in sessions run by our Lead Learners.

B6. The effectiveness of the leadership and management in promoting the Catholic life of the school is Outstanding

- The Headteacher and Governors vision for the Catholic life of the school is implemented by the Catholic life team and shared with staff, parents and students. The vision centres on the school motto. "All things for Christ". We aim for the Catholic life of the school to run through every part of school life. We are keen for aspects of worship and faith life to not be a "bolt on" to the school day and academic success, but to run throughout every part of the school and be at its core. This vision is evident in the day to day leadership of school in aspects such as the behaviour policy (focusing on justice love and reconciliation), the staff and student interaction, such as during tutor time and lessons, and the way the students interact with their peers, and with the activities and opportunities available at school such as enrichment and opportunities for faith and worship. We believe that the impact of our vision is evident in the academic success and the flourishing of the whole child that comes as a result of the Christ centred approach and we endeavour to ensure all things are done with Jesus at the heart.

-The leadership of the school – the Governors and Head—share a strong vision of the Catholic nature of education evidenced by the prioritisation of resources and capacity to support the spiritual development of our community. In June 2018 Governors agreed to fund a TLR for the role of Co-Ordinator of Catholic Life – expanding the role of 2nd i/c RE. This provides a structured framework for the community's spiritual development. The Co-Ordinator works with the Head of RE, Chaplain along with the designated SLT Lead for Catholic Life and Head teacher – to lead the school community in ensuring a Christ centred approach.

- The governors support the vision for the school with regular contact and meetings. The RE link Governor, Nikola Atkinson, visits the RE and chaplaincy department regularly and joins with learning walks and team meetings. She meets with Key stage holders and the head of department to ensure she is up to date with the latest initiatives and foci for the department and the faith life of the school as a whole. There is a dedicated Catholic life Governing board who meet termly. Current updates, issues and strategies are discussed, and the Head teacher, Head of RE, Chaplain and Head of Catholic Life are also present. The governors regularly attend collective worship such as Mass, advent services and charity drives led by the school. This ensures that the governors are part of the vision "all things for Christ. They are involved and present in school life, ensuring that faith and the messages of the Gospel are at the core of day to day school life.

-The vision of the Catholic life of the school is communicated through CPD, celebration and worship. The start of the academic year begins with an all-staff liturgy that has a theme and staff are given reminders to help them throughout the year, linked to a piece of scripture: 2015 **water bottles** with names of different body parts to remind us that we are many parts but all one body and that we must take care of our bodies in order to do our/God's work; 2016 **tea lights**- to shine light into the darkness and remind us to keep the Christ-light burning and re-light others' when needed; 2017 **mustard seeds** to remember that faith may be small but God can do great things with our faith and with us; 2018 **Sticks of Rock**- to remind us of the need for the faith life of the school to be central to all our work, the core of our values and not just an add on. The message of "all things for Christ" runs throughout our school just as the message in a stick of rock. This ensures

that our staff are nurtured, confident and well informed as integral contributors to faith life of the school.

- NQTs received additional training on the Catholic nature of the school in an after school session focusing on their contribution to the community, what makes a Catholic school distinct, their vital role as a tutor and the work of the chaplaincy. This ensures that all new teachers are confident and familiar with the expectations and responsibilities involved in working in a Catholic school.
- We held a staff retreat at St. Mary's University where we started in prayer with Fr. Chris Vipers, reflected on our vocation to teaching/education after a talk from Dr. Maureen Glackin and spent time speaking and listening to one another about how to live out our mission statement. This is something we hope to repeat with a whole staff retreat at St. Mary's in the summer term.
- All staff attend regular meetings, to ensure communication within curriculum and pastoral teams. During meetings, initiatives are communicated from school leadership, through to middle leaders and onto staff. Staff are given an opportunity to feedback and time is dedicated to CPD and teacher development, Sharing of good practice, moderation, book checks and
- Student voice is an essential part of the evaluation of initiatives. This includes feedback from Year 7 regarding retreats and worship in tutor time, a "Catholic life feedback" survey from a cross section of KS3, 4 and 5 students (Summer 2018) and yearly whole school surveys via FROG including feedback on behaviour, progress, pastoral care and the opportunities for spiritual development in and outside the classroom. The leadership and Catholic life teams review the feedback from these, and use the data to plan future initiatives and identify areas to improve. For example, following online surveys, we bring results to the student council and allow them to develop initiatives which are student led, for example charity events like talent shows. We recently received feedback that KS4 students felt that opportunities to develop spiritually outside the classroom could be developed. We addressed this with the promotion of wellbeing fortnight, clubs that focus on spirituality and worship such as "Expression" and "Alpha", and promotion of the Chapel as a place of solace and prayer.
- The Chaplain regularly attends training run by the Diocese, as does the HOD and second in Department. Further to this the whole staff body receives training on the Catholic life of the school, what it means to be a Catholic school and how to support and ensure the Catholic ethos of the school is at its core.
- Governors and leadership team offer outstanding support through regular Catholic life governors meetings and the RE Link governor works closely with the RE department including visits and learning walks.

B7. What should the school do to develop further the Catholic life of the school?

- The school's main priority with regards to Catholic life is the continued support and development of the new school Chaplain. We hope to maintain our outstanding Catholic life provision and continually evaluate our provision to meet the needs of all within our community.
- We are endeavouring to strengthen our emphasis on talent identification to ensure that we can develop Catholic leaders within the school. We have a young, able and energetic new cohort of new staff every year, and hope to encourage them to pursue leadership roles with the Catholic life team.
- We would like to continue to build upon our staff retreat program, ensuring that we have a yearly day, off site for all members of staff to come together to worship, pray, reflect and grow as a community in Christ.
- Given recent new additions to the clergy at Our Lady of the Visitation Parish Church, we hope to continue to work closely with the parish, and develop strong bonds with the new Priests, emulating the close working partnership we had with Fr. John, who recently moved home to Ireland.

B8. Overall judgement: The Catholic life of the school is Outstanding