



The Cardinal Wiseman Catholic Secondary School

URN: 101934

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

12–13 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission

Religious education (p.5)

The quality of curriculum religious education

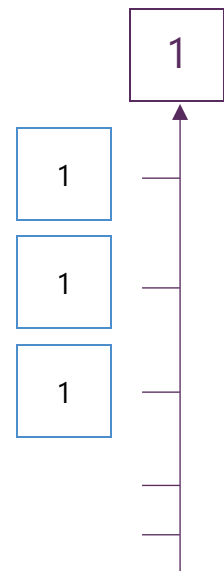
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops’ Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops’ Conference.
- The school is fully compliant with the additional requirements for the diocesan Bishop.
- All areas for improvement outlined in the previous diocesan inspection have been addressed in full.

What the school does well

- The mission statement is central to the life of the school, understood and lived by all members of the community.
- Student behaviour is exemplary, reflecting high expectations from staff and leaders.
- The expertise of the religious education department and subject leader is outstanding.
- The Chaplaincy provision is well led and inclusive, enabling all members of the community to thrive.
- Prayer and liturgy are central to the life of the school forming part of the daily routine for all students and staff.

What the school needs to improve

- Ensure a plan of provision so links to Catholic social teaching (CST) are evident outside of the RE department and develop a systematic process for embedding and evaluating the impact of CST across the wider curriculum.
- Develop student leadership and evaluation of prayer and liturgy to facilitate a wider range of prayer opportunities.
- Continue to improve attainment at A Level in order to build on the strong results at GCSE.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

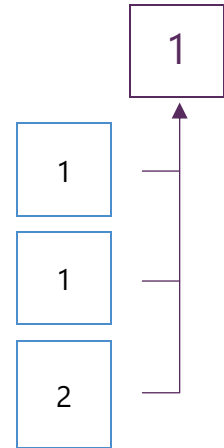
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The Catholic identity and mission of the Cardinal Wiseman Catholic School is central to the life of the school and is communicated at every opportunity by leaders. Pupils know and understand the school's mission and are inspired to action by the core principles underpinning the mission 'All things For Christ'. There is a real sense of community where students are happy, safe and secure and staff feel valued and trusted. All are enabled to flourish in this authentically Catholic environment. The culture and ethos of the school means that all members of the community are able to bear witness to the love of God. Staff and leaders are exceptional role models and pupils value the love and formation that they experience as part of this vibrant community. Pupils are deeply committed to their school, and their behaviour is exemplary. The school aims to provide a genuinely holistic education where formation and personal development are of equal importance to examination outcomes. One parent recognised this as exceptional when they stated that the school has a 'very empathetic staff who are concerned equally about mental well-being and the relationship to academic learning.' Staff are confident in the role that they play in the Catholic life and mission with one stating 'Catholic values permeate every layer and facet of school life,' and another that 'Christ is at the forefront of everything we do here.'

This is a school where there is a shared understanding of divine origin and how this sits within the school mission statement. This underpins all relationships within the community and results in highly inclusive practice. There is a real sense of belonging in this school and pupils of other faiths are welcomed and celebrated. The relationships, sex, and health education provision is rooted in the teachings of the Church. There are a wide range of rich opportunities for children to benefit from chaplaincy provision. There is a comprehensive programme of enrichment opportunities which are designed to support the more vulnerable within the wider community. These are firmly rooted in service, and pupils respond with commitment and enthusiasm to this. Pupils cook dinner for the winter

night shelter when it is hosted by the parish church and Year 12 students serve in the local primary school by supporting on the playground and listening to children read. The Catholic identity of the school is celebrated in the beautiful display, icons and references to scripture around the school site. The outdoor stations of the cross and prayer stations in religious education classrooms are a focal point for moments of prayer and reflection. Regular planned access to the exceptional chapel and local parish church provides a wonderful environment for pupils to explore and develop their faith.

Leaders are firmly committed to the Catholic life and mission of the school and are well supported by governors. The implementation of the Directory is in place. Leaders in the religious education department have embraced Catholic social teaching, taking every opportunity to draw explicit links to the core principles. This enables pupils to articulate the importance of Catholic social teaching within the context of their learning. It would benefit pupils if this was replicated across the curriculum. Leaders are working hard on a strategic approach to engaging parents who are fully supportive of the way the Catholic life and mission have been shaped by leaders. Parents are appreciative of the distinctly Catholic education that the school provides. One parent stated 'the lived expression of the love of Christ has been tangible from the very start. I can confidently say that my child is loved and known.' Governors are knowledgeable and firmly committed to the school. They conduct regular monitoring visits to the school and provide appropriate challenge through the Catholic Life committee. Professional development and new staff induction effectively support staff.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

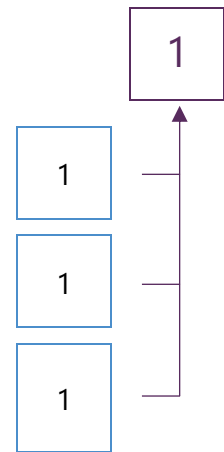
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



The curriculum is following the *Religious Education Directory* and is pitched in accordance with students' ability and skill set throughout. There is a consistent focus on religious literacy which was evident in all lessons observed. Teachers were skilled in their ability make literacy central to the lesson, encouraging students to use the language and consolidate it in the lesson activities that followed. There are opportunities for independent thought and written work. In lessons including complex concepts, students were given time to discuss, reflect and consider their own responses. A Year 7 student commented that the adapted resources helped them to remember how to approach the skill in question and gave him confidence to attempt and achieve in the work. In Core RE, students were comfortable to debate the ways in which they can make ethical decisions with regards to consumerism and financial choices. One parent commented, 'we have been so impressed to hear a 17-year-old talk about his enjoyment of Core RE and bring the discussion home'. In a lesson on the translation of the Bible, one student was keen to make an independent link to prior learning including scriptural references. The quality of the produced work is strong, and students enjoy RE lessons. Peer and self-assessment are used routinely in written work and students are making very good progress. The school is focusing on improving A Level results to build on the excellent GCSE outcomes.

Complex concepts such as 'agape love' and the problem of evil were addressed with confidence by teachers who displayed excellent subject knowledge. Students were appropriately challenged, and they visibly thrived in response to the high expectations set. Assessments in RE are scaffolded to enable all to achieve; they start with 'recognise' tasks and build to respond. Feedback identifies clear action points which allow students to make sustained progress. Teachers were comfortable to probe students for deeper understanding using a range of questioning styles. Students in all lessons were keen to contribute and felt safe to do so. In one Year 10 lesson, the teacher asked challenging questions and expected controversial responses. This encouraged students to think deeply about

their personal feelings. Core RE enabled purposeful reflection in lessons, allowing students to contextualise the learning and consider the impact in their lives. Teachers plan a variety of resources and learning activities. In a Year 9 lesson, the teacher skilfully guided students through the content with excellent pace and an impressive range of activities which encouraged students to think deeply about the subject.

A significant amount of work has been undertaken to meet the rigour of the Directory, with a particular acknowledgement of the complex literacy required. This has resulted in frequent use of key terminology, evident in the high quality of written work that is produced, as well as the confidence of student responses in lessons and discussions. Parity with other key subjects is maintained by the senior leadership team and governors. The centrality of the subject may best be seen in the location and quality of the learning environment. The vision of the curriculum leader is clear, and her enthusiasm is compelling. She has a genuine care for the achievement of students and her commitment to them is admirable. She has worked collaboratively, not only with those in the department, but at a diocesan level, to share best practice and maintain high standards. There is a commitment to meeting identified needs and students are encouraged to be ambitious and to aspire for the highest achievement. In observed lessons, students with English as an additional language were supported via the use of iPads to include them in the learning and allow for access to the activities. Activities are pitched appropriately and regular checking for understanding allows for needs to be met in the lesson, ensuring sustained progress. There is a committed approach to monitoring the subject which identifies successes and areas for improvement.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

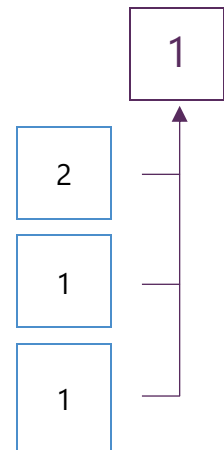
How well pupils participate in and respond to the school’s collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Students participate well in the prayer and liturgy offered by Cardinal Wiseman, understanding a variety of ways of praying that are part of the Catholic tradition. Every tutor period and religious education lesson begins with a prayer. Students are encouraged to join the Liturgy Leaders Group who meet twice a month and cascade information down to their tutor groups; one student Leader commenting, ‘It’s interesting to help people with what they need – prayer’. The Ministers of the Word group take the lead in reading at Mass and saying the bidding prayers. Classrooms have a focal point for prayer, and all the religious education classrooms have a prayer table with appropriate icons and prayer prompts. The student Faith and Art group meets regularly in the chapel and help create a variety of mosaics which adorn the school buildings. Students would benefit from being given more opportunities to plan, lead and evaluate prayer and liturgy. Students can articulate how their prayer life has led them to take positive action in their lives. Some year groups take part in a popular retreat programme which is highly valued by students. The Mission Day with the Friars of the Renewal has deepened the spiritual lives of many of the students.

Prayer and liturgy are central to the life of the school and form part of the daily routine for all students, staff and leaders including governors. Significant moments of joy and sorrow are identified and celebrated in prayer. An observed Memorial service for students and staff who had died was beautifully led by the chaplain and students. The daily pattern of prayer clearly reflects the rhythm of the prayer life of the Church. All staff observed support the school’s ethos and charism. The chaplain regularly models good practice for tutors and produces carefully prepared and inspiring materials for tutor prayer and Celebrations of the Word. Staff meetings and briefings always begin with a prayer. Relevant staff help students to participate in prayer and liturgy and have a good understanding of the Church’s liturgical norms. The beautiful chapel provides a wonderful space for all students, staff and governors. The Blessed Sacrament is reserved, there is adoration once a week, and the rosary is said

on a regular basis. There is also a prayer room set aside for students of other faiths. Such prayer spaces are well-cared for and conducive to prayer. The school has a clear and appropriate policy on prayer and liturgy available for staff use. Relations with the local parish are excellent and the parish priest helps to guide students and staff in their prayer lives. The school has recognised that greater parental involvement in prayer and liturgy is one of their targets and this has been improving over the last 12 months.

Leaders, including governors, have planned the calendar to provide good opportunities for the school community to celebrate Mass. There is a weekly Mass in the local parish church which year groups attend on a rota basis. Mass is said on holy days of obligation, and the Sacrament of Reconciliation is offered during Lent and Advent and throughout the year. The parish priest is very supportive of the prayer and liturgy opportunities the school provides and is a frequent and welcome visitor. Chaplains have received training on prayer and liturgy and are in the process of cascading this down to other members of staff. Both chaplains, one full time and one part time, understand the importance of pastoral care and are both committed to enhancing the spiritual life of all members of the community. Monitoring and evaluation of the impact of prayer and liturgy needs to be further embedded in the school's self-evaluation cycle.

Information about the school

Full name of school	The Cardinal Wiseman Catholic Secondary School
School unique reference number (URN)	101934
School DfE Number (LAESTAB)	3074603
Full postal address of the school	Greenford Road, Greenford, Middlesex, UB6 9AW
School phone number	02085758222
Headteacher	Daniel Patrick Coyle
Chair of governors	Nicole Alexander-Morrell
School Website	www.wiseman.ealing.sch.uk
Trusteeship	Diocesan
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	September 2019
Previous denominational inspection grade	Outstanding

The inspection team

Jo-Anne Hoarty	Lead
Paul Higginson	Team
Clodagh Benning	Team
Martin Fahey	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement