



Archdiocese of Birmingham

Section 48 Inspection

ST EDMUND CAMPION CATHOLIC SCHOOL

Sutton Road, Erdington, Birmingham B23 5XA

Inspection date	5 th -6 th April 2017
Reporting Inspector	Janet Mellor
Assisting Inspector	Paul Nutt

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary Aided
Age range of pupils	11-18 years
Number on roll	1017
Appropriate authority	The Governing Body
Chair of Governors	Thomas Davenport
Telephone number	0121 464 7700
E-mail address	enquiry@stedcamp.bham.sch.uk
Date of previous inspection	February 2012
DFE School Number	330/4663
Unique Reference Number	103537

Headteacher	Mrs Philomena Steele
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Previous inspection:	2
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This inspection:	2
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DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by two Diocesan Inspectors.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across 11 RE lessons to evaluate the quality of teaching, learning and assessment.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the governors, including the chair, a group of parents, the headteacher and her deputy, the person in charge of Catholic life in the school (PICCLS) who is also the RE subject leader, the priest chaplains, the lay chaplain, a seminarian on placement at the school, heads of year and heads of subjects other than RE, as well as groups of pupils.
- Inspectors attended an extended end of term assembly and form prayers.
- The inspectors reviewed a range of documents including the school's self evaluation, data about pupils' attainment and progress, RAISEonline, the development plan, and teachers' planning.

Information about the school

- St Edmund Campion is a larger than average school. It is situated in the parish of Erdington Abbey and serves a wide area of parishes north of the city centre of Birmingham.
- The school has a much higher than average number of pupils from minority ethnic groups, but a just below average number of pupils speaking English as a second language.
- The percentage of Catholic pupils is currently 28%.
- The number of pupils for which the school receives extra funding is much higher than average.
- The school has an approximately average number of pupils receiving support for special needs but a lower than average number of special needs pupils with a statement or education healthcare plan.
- Attainment on entry is consistently and significantly below national average.
- Since the last inspection there has been a change in leadership of the RE department. The PICCLS has taken on the role of head of RE.

Main Findings

- Catholic life is judged by the school to be outstanding and this is borne out by the integration of Catholic values into the whole existence of the school and the determined vision given by its headteacher, senior colleagues, the PICCLS, chaplains, other staff and governors. The impact is that the pupils deepen their awareness of the importance of faith and learn its practical application through action in the community. The school is now seeking ways to develop more strategic ways of planning for Catholic life, particularly through cooperation with other secondary schools.
- Provision for collective worship is good and there are some outstanding features. Opportunities for prayer and worship are wide, and pupils respond with respect and reverence. The school rightly sees collective worship as both leading and

underpinning the Catholic life of the school, and seeks ways to establish a firmer basis for monitoring and evaluating provision.

- Leadership of RE is good. The role is currently fulfilled by the PICCLS due to changes in staffing. There is effective support from senior management for this dual task, regarded as temporary. There is sometimes an overlap in improvement planning which leads to a lack of clarity.
- RE teaching is good and pupils make progress in line with national expectations from low prior attainment. The school has analysed outcomes but has not yet brought the subsequent planning into a central plan for RE with measurable targets.
- The school recognises that there is a need to focus more sharply on clear and realistic individualised target setting for pupils so that they are aware of personalised steps towards high achievement and are ambitious to achieve their potential.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- The Catholic life of the school is outstanding. Collective worship is good with outstanding features. The school regards itself as 'Church for the pupils' and, as members of that community, the pupils receive care and compassion, learning by example how to live and learn in a Christian setting. Pupils make very good progress in terms of their spiritual and moral development, and in their awareness of how to serve others in their lives.
- The spiritual dimension of the curriculum supports other opportunities for growth in an awareness of God and the importance of faith. Pupils develop a sense of awe and wonder, and become reflective and enquiring.
- Moral development is evident in the pupils' growing mature sense of right and wrong. They understand the importance of very good behaviour. They enjoy discussion and debate in many subject areas, for example in English when considering the issue of evil in 'Lord of the Flies'.
- Vocational development is a strong feature of the school. Pupils learn about selfless service to God and neighbour and this impacts very positively on career choices and charitable actions within the community. There is an emphasis also on the vocational aspect of the work of the teachers.
- Pupils are able to articulate the mission of the school very well and they derive inspiration from its patron saint. They are willing to take on responsibilities and participate in activities beyond lessons and routine activities. They enjoy opportunities to evaluate their experience of the school and are confident that leaders listen to their comments, because they can see improvements.
- Catholic life is particularly strong in the school's outreach to parishes and families, and to the communities it serves, reflecting the inclusive caring values of the school. Pupils support local charities such as the St Vincent de Paul shop and the food bank, as well as national charities such as the Society for the Protection of Unborn Children, and CAFOD. Sixth form students are also highly involved in the Envision Birmingham programme which promotes volunteering, leadership and teamwork.
- The school has begun to consider the integration of the Catholic Schools' Pupil Profile. Some of the values are already clearly recognisable, for example, generosity.

- The innovative naming of the houses in 2013 according to local centres of vocation is providing the school with excellent links, for example with Oscott seminary. The school offers placements to seminarians who then work in the chaplaincy, allowing pupils the opportunity of discussions, visits and activities, including making a film about seminary life.
- Pupils value highly the mixed year tutor groups from Years 7 to 11 which enable them to know pupils in other year groups. They identify closely with their house and house leaders who know them well. They learn quickly the values of the school. The Year 7 Mass marks the celebration and formal beginning of their spiritual journey.
- The Pope Francis Centre provides learning space for pupils who need special support. It has a profound impact on the life of the school. It achieves its success by forming a bridge with the main school and by enabling pupils to gain qualifications in an environment where they have individualised care and tuition.
- Provision for collective worship is extensive and centres on the celebration of Mass, both weekly and on special occasions. There are opportunities for the sacrament of reconciliation. The school is very well served by the two priest chaplains who bring a wide range of experience to the work, as well as a firm desire to develop the role.
- Form time prayer is based on the use of the school prayer book and resources supplied by the PICCLS, lay chaplain and other staff. Pupils are encouraged in prayer life and enjoy writing and leading prayers, but prayer areas in classrooms are inconsistently valued.
- The school also provides spiritual opportunities for pupils through the work of the lay chaplain and other members of staff. The chapel is a hub for prayer and lunch time chaplaincy activities are enjoyed by a good number of pupils.
- During the inspection the last of four presentations of 'The People of the Cross', a meditation on the crucifixion from the point of view of several persons recorded in the Gospel narratives, took place. There was excellent student participation and the opportunity for pupils to present their own prayer petitions in silence at the foot of the cross.
- The school's pastoral care is very strong. For example, in the sixth form there is emphasis on mental health, personal safety and career choices. Students have opportunities to learn about work in various professions, and how to aspire to courses at leading universities. Thanks to local support, one student was able to shadow doctors in the Dominican Republic and now has a place to study medicine. The school has a wide programme for pastoral input in other years, including British values.
- Parents value the school's emphasis on nurturing and discipline, and they hold the school in high regard for its care of their children. They comment on the excellence of school to home communication, and the assistance that is given to parents to support their children in school work, especially examinations.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- Leadership of Catholic life and collective worship is good overall. The leadership of the headteacher in providing the vision and determination for the Catholic life of the

school is outstanding. Whilst there is very robust leadership from the PICCLS and team work from a range of other leaders, the current overlap with leadership of RE is an issue which needs to be resolved when opportunity arises.

- The Catholic life of the school and its collective worship are a clear priority in planning and daily activities. The school ensures that the Catholic faith is well taught, that there is a respect for all religious faith, and that there is a link between faith and action.
- Leaders ensure that Catholic life is inclusive. They plan for inspiring opportunities, for example in setting the Mass for Year 7 in the beautiful local church. This followed the evaluation of the visit during which all pupils and staff passed through the door of mercy.
- Overall planning for Catholic life and collective worship results from a range of monitoring and evaluation activities, but criteria need to be developed for collective worship, especially form prayer, in order to make planning more secure. Whilst it is acknowledged that Catholic life and collective worship are interdependent, having a clearer focus on each area would enable more effective target setting.
- Governors are very highly committed to their role of monitoring and support, for example in their questioning about the new curriculum in RE. They know the school well both from receiving reports and from visits to the school during the day.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- RE is good overall. Since the last inspection there has been a challenging period of change in staffing arrangements, which have been carefully managed in order to preserve a strong team and enable expected progress from a base of prior attainment which is well below national average in each year group.
- Leadership of the department lies with the PICCLS but is supported by two very committed post holders, for Years 7 and 8, and for Years 9, 10 and 11. Effective team work means that leadership is now good, and there is evidence of efficient management and decision making. Alongside the headteacher, the team is currently covering a long term staff absence of an RE teacher, and this enables consistency of teaching for the pupils.
- Subject knowledge within the department is excellent. In addition, three teachers are experienced examination markers, thereby providing a very keen awareness of the requirements of GCSE. The department has shown a very determined commitment to the GCSE section of work on Judaism.
- Provision for RE is good and the subject has high status within the school. Whilst it has clear recognition as a key contributor to the Catholic life, its place as a core subject with English, Maths and Science is not always shown in key documentation.
- Outcomes for RE at A2 level are very good. For the last three years there has been a 100% pass rate, and whilst there have been no A* grades, all 13 students entered for the examination in 2016 gained A, B or C grades. Students had also made good progress at A level. The number of students opting for the course has been reasonably consistent, though there are fewer in the current Year 12 than usual.

- At GCSE A*-C grades in 2015 rose to 64%, 9% higher than the previous year. This was however 9% below diocesan average. The 2016 results, which dipped by 7%, have been carefully analysed, and teachers are aware of the specific areas for improvement. They are confidently predicting outcomes approaching the diocesan average for the 2017 examination, and pupils are receiving high levels of support and encouragement.
- The analysis of outcomes at GCSE in 2016 indicates that progress was in line with national average. Overall attainment was significantly below national average which reflected the low starting points of the year group. Should attainment at GCSE increase as predicted, then the progress measure will be above national average.
- The school's data which compares progress for disadvantaged and non-disadvantaged pupils indicates that in 2015 the gap in expected progress was 2.8% but that it increased in 2016 to 14%. Measures are in place to narrow that gap. Predictions indicate a much diminished difference in performance in 2017, both in expected and greater than expected progress levels.
- The school correctly recognises that raising the aspirations of the most able to achieve the highest grades at GCSE is an important area for improvement. It also recognises that overall boys achieve less well than girls. Although the teaching styles which motivate boys are indicated in planning, the overall RE development plan needs to bring issues such as boys' underachievement into sharper focus, and to include measurable success criteria which can be monitored at given periods.
- Setting arrangements for pupils in RE follow English attainment on entry. Pupils are set within two ability bands. Some movement between groups is possible, but there is emphasis on focussing on individual needs of pupils within classes. However, it remains the case that some pupils in lower ability groups have target grades which would place them in classes with higher ability pupils.
- The school recognises that target setting for pupils in GCSE is an area for development. The discrepancy between target and 'projected' grades needs to be brought into sharper focus in aspirational assessment and marking, so that pupils have a constant awareness of the next milestone towards the target grade and how to reach it.
- Teaching is overall good. It is effective, well planned and structured to match the needs of individual pupils. There is very good pace in lessons. Where questioning strategies in lessons are most effective is where further questions push for deeper responses, and this needs to be employed more frequently. Senior leaders monitor teaching very carefully and give guidance and support where weaker teaching is identified.
- Teachers make use of a wide range of resources and pupils have good biblical knowledge. Papal documents are also used effectively in teaching.
- In some lessons there is a particularly high level of challenge. For example in a lesson on Judaism, pupils were expected to know Hebrew terminology and to be able to refer to relevant prior knowledge about another religion. Pupils rose to the challenge and when given the opportunity for group discussion were able to formulate ideas to feedback to the class.
- Challenge is also evident in high quality teaching in Years 12 and 13, where, for instance, Kant's categorical imperative was applied to everyday situations for class debate.

- Marking is sometimes very good and there are examples of effective dialogue between teacher and pupil. However, there is inconsistency. This is an area for development which can be based on existing good practice. Peer assessment is strong and enables pupils to analyse their own work.
- The curriculum for RE responds to local needs and has a major role in the Catholic life of the school. This is evident in Year 7 where pupils are taught about the sacrament of the Eucharist prior to their welcome Mass, fulfilling both curriculum requirements and the need to ensure that all pupils can enjoy and participate in an inaugural experience of a Catholic secondary school.
- Pupils appreciate very highly the aspects of the curriculum which deal with other religions, and they develop a sound sense of respect for the faith of others.
- General studies in the sixth form has high priority and provides a forum for debate and the development of skills of argument and discussion. Pupils enjoy their lessons and outcomes in the NOCN qualification are very positive.

Recommendations

In order to improve the school should:

- Ensure that form time prayer is regularly monitored according to clear criteria in order to ensure consistency of quality.
- Focus on raising attainment in RE to at least the level of diocesan averages.
- Include all strategies for improvement in RE in a single plan together with agreed measurable success criteria.
- Review the target setting for pupils in RE to include:
 - appropriately aspirational final target grades
 - milestones on the way to achieving them
 - regular and consistent marking strategies to encourage progress