



Catholic Schools Inspectorate inspection report for Hagley Catholic High School

URN: 141414

Carried out on behalf of the **Most Rev. Bernard Longley, Archbishop of Birmingham** on:

Date: 29-30 March 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Catholic life and mission permeate the entire school and are most evident in response to Catholic Social Teaching, which is exemplary.
- Pastoral care and relationships embody the Church's preferential option for the poor, the dignity of workers, and the development of the whole person as a child of God.
- Religious education is placed at the heart of the curriculum with dedicated and committed teachers who are positive role models and supported by staff throughout the school in developing a distinctly Catholic curriculum.

- Chaplaincy significantly impacts the school, the Emmaus Catholic Multi Academy Company (MAC) and the local parish. It supports the staff in being the face of Christ for students and their parents.
- Leaders are committed to the faith formation of students and staff through various prayerful and liturgical experiences.

What the school needs to improve:

- Ensure all students clearly understand how to make further progress in their religious education learning.
- Develop consistency in providing religious education, which responds and adapts to students' individual needs and ensures appropriate challenge.
- Involve students in evaluating prayer and liturgy as a matter of routine and enable them to confidently articulate how prayer inspires them into action.

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:.....

1

Pupil outcomes

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

1

Provision

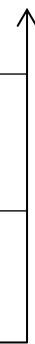
The quality of provision for the Catholic life and mission of the school

1

Leadership

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

1



The mission statement is a mantra recited daily and lived in word and action throughout the school. Students are proud of Hagley and know they are cared for as God’s creations; indeed, ‘The Hub’ is a safe refuge for those who need it most. Significant focus is placed on student voice; consequently, they recognise their opinion is valued. Catholic Social Teaching is evident throughout the school, with substantial opportunities for students to express their care and compassion for others and follow in the footsteps of Christ. For example, tutor groups have recently planned distinctive opportunities for almsgiving during Lent. The ‘B-Attitudes’ enrichment group is recognised as a true expression of Hagley’s Catholic mission; their homelessness campaign during Advent profoundly impacted staff and students’ moral development, for example. Retreat experiences from Kenelm Youth Trust and OneLife Music, and pilgrimage opportunities to Lourdes, Rome, Krakow, and World Youth Day are embedded into the school’s identity. Behaviour is exemplary and demonstrates respect and dignity amongst everyone. Chaplaincy provision is highly valued and actively participated in by many students both within the school and in the parish’s youth group.

Staff recognise that they are the face of Christ for the students in their care. Their vocation translates to a strong culture of welcome with the preferential option for the poor at its core; the *Pupil Premium Promise* is one such expression. Staff are great role models, which is evident in the quality of their pastoral care. The ‘warm strict’ approach, supported by the ‘POWERful’ learning culture, ensures that students are well cared for in a loving, safe, and inclusive environment. The character and culture curriculum ensures that relationships, sex, and health education (RSHE) is effectively planned. Staff are trained to implement the programme effectively, making students confident in understanding and appreciating healthy

relationships. The school environment is explicitly Catholic and is effectively cared for, reflecting the dignity of each person. The school's *LiveSimply* action plan demonstrates the school's commitment to stewardship of God's planet. Chaplaincy provision is positively impacting the whole school.

Governors and leaders are clear on the vision and mission of Hagley and ensure it is always central. The governing board has appointed a new principal, a person in charge of Catholic life (PICCL), religious education subject leader and a lay chaplain since the last inspection, all of whom have had a significant positive impact on developing the school's Catholic life and mission. Hagley reflects the archbishop's vision and is at the service of the local parish. There is an open door to welcome parents and a clear appreciation that the school is many families' point of contact with the Church; leaders uphold this as a core responsibility. Catholic Social Teaching permeates all policy and practice, creating vibrant opportunities to express faith in action. Leaders fully embrace the concept of workers' dignity, and staff are overwhelmingly positive about the development they receive and the opportunities to support their faith and well-being, including significant investment in the *Teaching with Heart* programme for staff. A Catholic curriculum is naturally evolving due to the commitment and vocation of staff, utilising their understanding of the school's Catholic life and mission. Governors have high ambitions for the school and are actively involved in holding stakeholders to account. Self-evaluation informs improvements, including students' evaluation. Effective training is frequently provided and enhances the bespoke induction made available to all new staff to secure the mission and values of Hagley Catholic High School.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well students achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

1



The sequentially designed curriculum for religious education is securely developing students' knowledge of the learning required by the *Religious Education Curriculum Directory*. As a result, students make good progress in knowing more, remembering more and being able to do more with their knowledge. 'Do now' tasks contribute well to securing this progress. Attainment and progress in religious education have improved since the last inspection. They are now in line with national averages for A-level Religious Studies, whilst attainment at GCSE is above average, in line with other core subjects. As a result of the carefully planned curriculum, students are religiously literate and can reflect spiritually and think ethically and theologically regarding the issues they learn about. Students are confident in their understanding of subject-specific vocabulary and key concepts. For example, during the inspection, students could grasp the concept of atonement because of well-planned questioning and group discussion. Students generally concentrate well and are engaged in lessons; they enjoy the routine use of whiteboards to assess their knowledge, and, in the best cases, these are also used by the teacher to support or challenge students as appropriate, though this is inconsistent. Students present their work well and take pride in their knowledge, understanding and skill development. Students can articulate how well they achieve in religious education but are less secure about what they must do to improve.

Teachers are confident in their subject knowledge and how students learn; they are thoroughly committed to the value of religious education and communicate this well. Praise is evident in lessons through positive relationships and encouragement leading to house points. Teachers do not routinely model students' work; consequently, students do not always know what an outstanding piece of work looks like. In the best lessons, questioning effectively identifies misconceptions and encourages thorough understanding for all students. Also in

best practice, feedback is used by teachers to inform their future planning and learning so that lessons meet the needs of individual pupils, though this is not the case in all classrooms. There is a recognition that religious education impacts the moral and spiritual development of the students, and teachers provide moments of reflection in lessons. Resources are of good quality, and teachers use a variety of learning tasks.

Leaders and governors ensure that religious education has parity with other core subjects. The suiting and upgrading of the religious education rooms testify to the priority placed on the subject. Indeed, staffing and prioritising teaching and learning in the subject is evident in the expectations of governors. Training opportunities for members of the department are available. However, well-targeted training on teaching and learning is needed to further improve the quality of provision and outcomes for all. For example, teaching techniques, including effective intervention, bespoke support meeting individuals' needs, and consistently increasing the level of challenge in all lessons, are not yet fully utilised to enhance further the subject's outcomes, especially those of boys. The subject leader has a clear and secure vision for religious education and, working in partnership beyond the school, has availed every opportunity to realise this. Curriculum sequencing is an example of how the subject leader has effectively evaluated the curriculum experience: he has responded to findings, subsequently ensuring a more effective curriculum, and enhancing the enjoyment of students and staff. Enrichment opportunities are evident, but there are plans to improve this provision further. Self-evaluation is thorough and leads to strategic action; however, whilst core religious education for the sixth form is provided in line with the archbishop's directive, evaluation of it to improve student engagement and attendance is yet to be undertaken.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

How well students participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

Students are always reverent and respectful during prayer. They recognise that the time and space for prayer are central to the student experience at Hagley. They are respectful in silence, contribute willingly and are joyful in communal singing, which is greatly enhanced by the Mass band and choir. All students recite the mission statement and school prayer as they gather for prayer. There are various prayer opportunities, and creativity is actively encouraged. Students collaborate effectively with form tutors, peers, and the lay chaplain to prepare prayerful opportunities and willingly undertake ministries within the school. There are opportunities for students to evaluate prayer and liturgy; however, these outcomes are not yet used to support students in planning even better acts of prayer and liturgy. Students cannot yet articulate with confidence and in detail how their experience of prayer inspires them to action.

Prayer and liturgy are naturally embedded in the school's daily routines. Tutor group prayer, the Angelus and curriculum prayers at the end of the day shape the school day around raising hearts and minds to God. Weekly Mass, opportunities for the Sacrament of Reconciliation and the quality of liturgy at other times of the year ensure a creative, rich, and varied liturgical experience. Stations of the Cross and Eucharistic Adoration provide opportunities for traditional liturgical prayer and more contemporary opportunities, including spontaneous prayer. This variety is notable in liturgical music, where evaluation has led to an increased repertoire encompassing more modern hymns. Scripture oozes from the fabric of the building through sacred spaces and lessons. God's Word has a prominence that is evident beyond the prayer stands in every room. Prayer and liturgy are open to families via the school's newsletter, social media, and the open-door policy, which allows families to share their children's liturgical journey. There are inspiring models of exemplary practice who are skilled in providing the highest quality of prayer and liturgy and facilitating others to do the same.

The prayer and liturgy policy is effective, and the school calendar demonstrates the centrality of prayer and liturgy and aligns with the Church's liturgical seasons. Ensuring the entire school family can celebrate Mass by being bused to the parish church for the Solemnity of SS Peter and Paul demonstrates leaders' and governors' commitment to the centrality of Mass and the importance placed on observing Holy Days of Obligation. Equally, the evaluation of Reconciliation resulting in the provision of the sacrament to all is a further testament to leaders' and governors' priorities. Staff training is centred around their formation; the 'We have come to pray with you' strategy provides opportunities for staff to share best practice and support colleagues who may need further guidance on facilitating prayer and liturgy. Weekly Gospel reflections and tutor prayer in the school chapel further support all staff in understanding prayer and liturgy. There is familiarity with the Church's liturgical sources through sacred spaces, the lay chaplain's work, and staff induction packs, including the school prayer book, which was wholly redesigned during the pandemic. Significant personnel are effective in facilitating others to plan and lead experiences: the head teacher, PICCL, religious education subject leader, lay chaplain and other staff at the school's apostolic core have a significantly positive impact on its prayer and liturgical life. This is enhanced by work across the MAC, where there are opportunities for communal prayer and liturgy, including Stations of the Cross led by Hagley students for the Mini Vinnie groups in the company's primary schools. Evaluation of worship is evident and positively impacts future planning, but this is yet to be fully and consistently embedded.

Information about the school

Full name of school	Hagley Catholic High School
School unique reference number (URN)	141414
Full postal address of the school	Brake Lane, Hagley, Worcestershire, DY8 2XL
School phone number	01562 883193
Name of head teacher or principal	James Hodgson
Chair of governing board	Joanna Griffin
School Website	https://www.hagleyrc.worcs.sch.uk
Multi-academy trust or company (if applicable)	Emmaus Catholic MAC
Type of school	Secondary comprehensive
School category	Academy
Age-range of students	11 to 18
Trustees	Archdiocese of Birmingham
Gender of students	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	2

The inspection team

Rachel Waugh	Lead inspector
Sarah Boyle	Team inspector
Jai El'Habid	Team inspector

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