



# Archdiocese of Birmingham

## Section 48 Inspection

### Blessed George Napier Catholic School and Sports College

### Part of the Pope Francis Catholic Multi Academy Company

Addison Road, Banbury, Oxfordshire, OX16 9DG

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Inspection date	3 <sup>rd</sup> & 4 <sup>th</sup> July 2017
Reporting Inspector	Louisa Craig
Assistant Inspector	Stephen Burns
Shadow Inspector	John Farrell

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Academy
Age range of pupils	11-18 years
Number on roll	853
Appropriate authority	Board of Directors
Chair of Governors	Paul Concannon
Telephone number	01295 264216
E-mail address	office.4600@bgn.oxon.sch.uk
Date of previous inspection	9 <sup>th</sup> & 10 <sup>th</sup> May 2012
DFE School Number	931/4600
Unique Reference Number	141146

**Headteacher** Fraser Long

Previous inspection: Outstanding

This inspection: Outstanding

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## Evidence

- The inspection was carried out by three 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 12 RE lessons to evaluate the quality of teaching, learning and assessment. They also completed a spiritual, moral and vocational (SMV) learning walk across school.
- 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 link governor for RE and another representative of the academy committee, the headteacher, person in charge of Catholic life (PICCLS), the subject leader, pupils, parents and priest school chaplain.
- The inspectors attended form tutor time, a year group assembly, staff briefing, staff lunch and a whole school assembly. They also undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISE online, the school development plan, teachers' planning and records of aspects of Catholic life across the curriculum.

## Information about the school

- Blessed George Napier School is an average-sized secondary school serving a wide geographical area in the north of Oxfordshire. The parishes served by the school are: St Joseph's, Banbury; St John's, Banbury; Immaculate Conception, Bicester; St Mary's, Aston-le-Walls and Holy Trinity, Chipping Norton. The school forms part of Pope Francis Multi-Academy Company (MAC).
- The proportion of pupils from black and ethnic minority households is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The percentage of Catholic pupils is currently 65%.
- The proportion of pupils who are disadvantaged is well below the national average.
- The proportion of pupils who receive support for their special educational needs and/or disabilities is above average. A few of these pupils have a statement of special educational needs and/or disabilities or an education, health and care plan.
- Attainment on entry is slightly above the national average.
- Since the last inspection the school has become part of the Pope Francis Multi-Academy Company (MAC). The school's headteacher is also the accounting officer for the MAC. The headteacher and some of

the trust's directors provide support to other diocesan schools, including one that is not part of the MAC.

## Main Findings

- The overall effectiveness of the school in developing students' experience of the richness of the Catholic way of life is outstanding. The staff work with the common aim of creating a Christ-centred community where students flourish. Students are equipped with the knowledge, skills and confidence necessary to make a valuable contribution to wider society.
- There is a calm, friendly and welcoming atmosphere throughout the school. Belief in the God given dignity of each individual ensures mutual respect and a culture which encourages students and staff to develop in every aspect of their lives. The school community reflects the values proclaimed by Christ in the gospels. The school's pursuit of excellence, its care and provision for all students, and the centrality of prayer are all witnesses to its distinctive Catholic character.
- The strong Catholic ethos is evident amongst leaders, staff and governors and is given high priority. Leaders, staff and governors effectively promote and evaluate the Catholic Life of the school putting spiritual formation at the heart of school life. The spirit of strong leadership in the school, inspired by the headteacher's calm and spiritual example is a real strength of the school.
- The effectiveness of leadership and management through the PICCLS in promoting the Catholic life of the school is outstanding. The mission statement permeates all aspects of school life from policy to everyday practice by all. The students speak eloquently about the manner in which school prepares and equips them for life beyond school. They speak with immense pride about their Catholic identity and the call to serve the common good through their engagement with a number of charities and their awareness of helping those in need.
- The experience of collective worship, prayer and liturgy, central to the daily life of the school, is outstanding. There is a clear plan of liturgical and worship opportunities for all students and other members of the school community, woven into the annual calendar which follows the liturgical year.
- The leadership and management of the religious education department is strong. The subject leader has a vibrant vision for religious education and works in a collaborative way with well qualified staff to ensure pupils achieve their best. There are rigorous processes in place for monitoring and evaluation and the results of this enable the school to make further improvements. To improve further the department needs to ensure the best practice with regards to FAR (feedback, action, response) marking is embedded across the department and that all students make full and swift responses to this marking.
- Classroom religious education is outstanding in this school. Pupils' achievement in religious education is outstanding; the progress of pupils is excellent and sustained. At GCSE, the results demonstrate that almost all groups of pupils make progress which is above the national average. At A Level, students achieve extremely well, and again this is above the national average. To improve further the school should ensure the cohorts of

disadvantaged students in religious education make the same progress as other pupils nationally.

## **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.
- The ethos of the school is rooted firmly in the teaching of the Catholic Church. The fruits of this ethos are manifest in the students and staff in school; through the very strong relationships and in the profound sense of belonging and of pride that exists.
- Students are proud to identify with all aspects of the Catholic life of school and are comfortable and confident in their place in this community of faith. Students are encouraged to develop their considerable gifts and talents and to be of service to others. This aspect of school life is often inspirational.
- Students respond well to and participate positively in the school's collective worship. Provision is well planned and modelled, with daily worship that reflects the liturgical year. Students can articulate their experiences of developing ideas and taking active roles in planning and leading liturgy and worship. A wealth of assemblies, liturgies and Mass take place throughout the year, many are well attended by parents and governors.
- Prayer and reflection are important to the students, they appreciate the availability of the chapel and are at ease with spontaneous prayer as well as the traditional prayers of the church.
- Music is the bedrock of collective worship in school.
- Staff confidence in supporting collective worship is high, with many identifying the high quality induction process and the invaluable support of the priest school chaplain.
- Staff and student evaluations and discussions affirm the centrality of the provision of quality collective worship in this community.
- Students are confident and secure in developing their spiritual and emotional growth. They take full advantage of the rich and varied academic, spiritual and social development opportunities available to them.
- There is a strong sense of students' willingness to express their beliefs and celebrate their faith in the Catholic tradition in a spirit of respect and social justice.
- Students and staff are actively encouraged to engage as citizens of the world, on a local, national and global level through engaging with key Catholic charities throughout the year. Students have raised vast sums of money for charities such as Purple4Polio and CAFOD.
- Opportunities for student leadership are a long established part of the work in Physical Education. The extension of this work across the school allows many pupils to engage in service for others.

- There are lots of opportunities to explore other cultures and faiths. Pupils who are of different faith traditions and those who have no faith are encouraged to articulate and demonstrate their beliefs and faith to others. Year 8 have a focused week where pupils have a choice about which cultures and faiths they research. This involves fieldwork where they visit places of worship.
- The provision of a school prayer book is a very important resource for form tutors with its wide variety of prayers, including many traditional prayers of the Church. Other resources are provided and modelled by the PICCLS with tutors adapting them to suit the needs of their tutor groups and year groups.
- The commitment of the priest school chaplain plays a major part in the strength of collective worship provision and pupils' response to it. He is fully committed to the school and parents, staff and students are full of praise for his contribution to the school community.
- A number of students are active in their own parishes, including those who are altar servers and those who participate in parish based events including the Christmas carol service. This is highly valued by the community.
- Spiritual, moral and vocational education is at the heart of the school community and is clearly embedded throughout the curriculum. SMV is a strength of school and is evident across the school. The extended project work by students has created many stunning displays across the school demonstrating the school values.
- The spiritual development of students is shown by their willingness to reflect on their experiences. The whole school assembly, delivered by the sixth form students reflecting on their recent experience in Lourdes was an inspiration to the whole school community.
- Pupils greatly appreciate the support given by staff during times of loss and tragedy at the school. Pupils speak very highly of all the staff who are approachable and compassionate.
- There is a strong evaluation and monitoring culture as pupils review assemblies regularly and give feedback to the PICCLS. This plays a major role in the development planning and future work.
- Students are given real opportunities to explore and develop a relationship with God through retreats and diocesan pilgrimages.

## **LEADERSHIP**

### **Leadership of Catholic Life and Collective Worship**

- The leadership of the Catholic life and collective worship is outstanding.
- The inspirational headteacher has a clear vision and ambition for the continued development of the school. The governors and leadership team work with rigour to implement, monitor and deliver these plans.

- Governors, staff and parents all recognise and appreciate the great personal witness of the headteacher whose warmth and humanity and spirituality embodies the values of the school.
- Leaders and governors are deeply committed to the Church's mission in education, they are unequivocal in prioritising the Catholic life of the school. As a result, staff and pupils' understanding of the school's mission is outstanding.
- The extent to which the Local Academy Committee provides effective challenge and support is extremely strong. Governors demonstrate a real commitment to the school and are able to talk in depth and with confidence about the school's monitoring systems, its strengths and priorities for improvement. Governors visit the school regularly, both formally and informally affording them opportunities to meet staff and students and to monitor daily practice.
- Thoughtful attention is given to including students who are not Catholic in the community life of the school, as well as in religious education and collective worship.
- The monitoring and evaluation systems of Catholic life and collective worship are strong, forms part of the strategic planning and engages all stakeholders.
- Governors acknowledge the seamless support system for all students throughout their time at the school. The pastoral care of students and staff is recognised as being of paramount importance and this is visible both in and out of the classroom.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- Overall, students' achievement in religious education is outstanding. The progress students make, relative to their starting points, is excellent. The Key Stage 4 and 5 examination results at A\*-C compares well with other core subjects. Both Key stages are above the diocesan and national averages.
- Leadership of the religious education department is strong. The subject leader is passionate in ensuring everybody achieves their true potential. There is a relentless determination in ensuring excellence. She is purposeful in leading the team and has developed solid foundations on which success with the new syllabi can be based. There is a clearly determined and enthusiastic approach to providing a high quality experience for pupils. This includes working with other schools in the diocese in order to learn from them and to share ideas and resources.
- The RE department's self-evaluation is very accurate; the subject leader has an excellent understanding of the strengths and areas for improvement. The subject leader is very well supported by the governors and leadership team; this support has contributed to a thriving RE department.

- The departmental team works collaboratively to cultivate an environment where every opportunity is utilised by staff and students to embrace scripture, doctrine, practice and tradition.
- Religious education has a high priority in the school. Monitoring and evaluation of classroom practice, teachers' planning and students' performance and progress are rigorous. Along with the core areas, the students' progress in the academic study of the Catholic faith is analysed carefully by significant groups to check for underachievement. The department leader has a strong understanding of the Church's educational mission and shares this with the staff.
- Overall, classroom religious education is highly effective in promoting students' religious literacy. Pupil achievement in each key stage of religious education is outstanding and current pupil progress indicates achievement and attainment is rising through school.
- All schemes of work reflect a systematic study of God, the life and teachings of Jesus and the Church, and the central beliefs of the Catholic faith. The delivery of the curriculum is creative and engaging. The department talks with pupils to ensure that the learning needs of all pupils are catered for. The departmental team strives constantly to offer pupils as many opportunities as possible to develop their spiritual lives, building on their academic successes. The recent Year 11 revision conference, which was highly regarded by pupils and parents, is an excellent example of this.
- There is strong evidence to support the successful tracking of pupil progress through the rigour of the assessments that are in place, target sheets and pupil self-assessment forms. The department are ensuring the strategies to improve the outcomes for disadvantaged students are monitored and evaluated.
- It is important that the excellent practice in FAR marking seen in many areas is embedded across the whole department ensuring all students make full and swift responses to the comments that teachers make on their work.
- In the best lessons, teachers use probing questioning to move students to deeper reflection and reasoning in religious education.
- Effective classroom teaching, combined with personalised, frequent intervention and revision, enable all students to succeed.
- Where teaching is strong, teachers are passionate, enthusiastic, well prepared and focussed with very high expectations of themselves as well as students. This results in all students being on task, in a purposeful atmosphere where they are seen to be enjoying their learning.
- The best teaching is based on detailed lesson planning with high expectations of students with many opportunities for participation, often with differentiated learning tasks.
- Embedded classroom routines enable a good pace with a variety of activities supported by high quality teacher questioning and assessment for learning.
- In nearly all lessons behaviour is exemplary, teachers modelling respect which was shared by the students. Pupils' extremely positive attitudes and

behaviour demonstrate that they greatly value the religious education that is provided by the school.

- Students receive outstanding support that ensures the vast majority of them make excellent progress and reach their potential.
- Staff regularly attend training offered by the diocese and other providers. The recent training attended by staff members on the new curriculum is supporting the delivery of the new GCSE. Lessons are well planned and staff are confident in delivering this new curriculum as a result of this training.
- The school is rightly proud of its work with the sixth form and the Extended Project Qualification. Pupils develop skills which prepare them very well for higher education and other career paths.
- Parents value the revision conferences on exam techniques which help prepare students for their GCSE exam.
- All teachers are subject specialists who make effective use of questioning to promote learning. The team are highly professional and are secure in their subject knowledge to deliver high quality lessons.
- The religious education department recognises that the new curriculum poses challenges in terms of content, assessment and provision of RE. However, the strong processes in place will support the department as it moves forward.
- The place of religious education as the core of the curriculum is outstanding. The school fully meets the requirements for pupils to receive the weekly entitlement of 10% curriculum time as directed by the Bishops of England and Wales. In Key Stage 4 pupils receive 10% curriculum time. The budget for the department is comparable to other core departments.

## **Recommendations**

### **In order to improve the school should:**

- Embed consistently the departments approach to FAR marking, ensuring all students make full and swift responses to the comments that teachers make on their work.
- Ensure strategies to improve the outcomes for disadvantaged students are monitored and evaluated with best practice shared.
- Ensure that the department monitors and evaluates the new curriculum changes to maintain the current high outcomes.