

INSPECTION REPORT

Cardinal Langley, Rochdale Road, Middleton, Manchester, M24 2GL

Inspection date 28th March 2017
 Reporting Inspectors Mr Sheldon Logue
 Mr Martin Reynolds

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Secondary
 URN 105844
 Age range of pupils 11-18
 Number on roll 1073
 Appropriate authority The Governing Body
 Chair of Governors Mrs Margaret Moore
 Headteacher Mr Andrew Bridson
 Leaders of Religious Education Mr J Tunnecliff
 Mrs A Lennon
 Date of previous inspection March 2012

The Inspection judgements are:	Grade	
Overall effectiveness of the school	1	Explanation of the Grades 1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
The quality of Catholic Leadership	1	
The quality of Word	1	
The quality of Welcome	1	
The quality of Welfare	1	
The quality of Worship	1	
The quality of Witness	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

Cardinal Langley is an 11-18 voluntary aided Catholic school with 1073 pupils on roll, of which 81% are baptised Catholics. It serves the communities of Middleton and North Manchester and specifically the parishes of St Peter, St Thomas More, St John Fisher and Our Lady of the Assumption. The ethos of the school retains the distinctive Lasallian tradition where inclusion is paramount and where policies and practices are child-centred. Attainment on entry is in line with national average but pupil premium eligibility is above national average and the proportion of students with a special educational needs and disabilities (SEND) statement or educational healthcare (EHC) plan is significantly above the national average. The majority of students are White British. There has recently been significant building development. The last Section 48 inspection was March 2012 and the overall effectiveness of the school was judged to be good.

OVERALL EFFECTIVENESS OF THE SCHOOL IS OUTSTANDING

Cardinal Langley is a school which has experienced an upward improvement in recent years. The leadership are determined that the strong Lasallian characteristics of Cardinal Langley continue to be promoted throughout the school community. Governors are committed to the school and suitably challenge all leaders, senior and middle, through governor links. In discussions with governors, the headteacher, RE staff and the senior lead on data, predictions for outcomes in August 2017 show that this improvement will continue. The recently appointed head of RE has rapidly improved capacity within the department and has quickly established an understanding of the strengths and areas needed for improvement. Alongside clear structures for supporting the more vulnerable, the effectiveness of Cardinal Langley has been enhanced through the new building work that has contributed to a more positive and secure learning environment. All of this reflects the Lasallian culture of the school where it was obvious *'every child really does matter'*. Throughout the school there is a real sense of pride in the fact that Cardinal Langley is a safe, happy and purposeful school for pupils and staff. Several members of staff commented that they were *'very proud'* to work here.

KEY STRENGTHS OF THE SCHOOL INCLUDE:

- Strong leadership that is unrelenting in ensuring that the mission of the school is realised through love, genuine care and high quality pastoral care support; all attributes of an outstanding Catholic school
- Pupils are exceptionally well cared for, especially those that are most vulnerable. This inclusion is central to the Lasallian tradition where looking after the most vulnerable is paramount

THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING

At all levels the Catholic leadership was outstanding and the ambitions for the school community to continue to drive forward was clearly articulated. Governors were strong, self-assured and understood the strengths and weaknesses of the school. There is an excellent skill-set amongst the governors including experience of Human Resources [HR], a local primary headteacher, a priest and membership of Rochdale Parent Carers Voice. This high level of knowledge and expertise has allowed them to appropriate challenge as well as support the headteacher. They could describe the mission of the school and its role with regards to the Lasallian tradition and are currently applying for the Governor Mark Award. The headteacher is an active member of the Lasallian Formation Council and is suitably self-critical and actively encourages peer reviews, for example through the Pioneer Trust and works closely with the Local Authority. Headteacher appraisal always has an objective that focuses upon the Catholicity of the school. The headteacher, alongside his senior leadership team, are passionate in providing a high level of education for all the pupils. The RE department has been appropriately moved to the centre of the school reflecting its core subject status. A recently appointed Head of RE has quickly established a clear vision for the department and he is ably supported by a competent team of RE teachers. Working as a coherent team, they are honest about what has to be done to ensure the RE department is among the best in the school. In essence, there is a real commitment and determination at all levels of leadership to ensure that the Cardinal Langley community get a great Catholic education and one which develops the *'whole child'*.

THE QUALITY OF THE WORD IS OUTSTANDING

The religious education department is deliberately at the heart of the school which reflects the status of religious education as a core subject. In both discussions with RE teachers and a presentation by the headteacher there have been massive improvements in teaching and learning over time, resulting in an increasing trend of pupil outcomes at Key Stage Four. These outcomes are slightly above the Salford Diocese average and are comparable with other core subjects. Honest and rigorous analysis of data has led to targeted intervention and projected GCSE outcomes show the upward trend will continue. Pupil outcomes at A-level show outstanding attainment and the popularity of A-Level RE is increasing, which is a reflection on the high-quality provision provided. In all lessons observed there were high expectations, great challenge and pupil voice indicated that they enjoyed their RE lessons. Excellent subject knowledge, teachers' passion for the subject and positive praise and encouragement led to a conducive learning environment and high pupil engagement. Most importantly, relationships witnessed were excellent and based on mutual respect, which is a key attribute of effective Catholic teaching. Scripture was prominent within the lessons and the marking of the books provided detailed feedback, followed the policy and showed that pupils respected their work. The recently appointed head of RE has a clear vision of where he wants the department to be and could clearly articulate his short and medium term plans. He is being supported by specialist RE teachers who share the same vision for the students. This vision, alongside strong line management by the headteacher, bodes well for the future. Cardinal Langley is active in Diocesan activities, for example, the school was a key member of the Diocesan working party which developed the Key Stage 3 'People of God'. A comprehensive review of SMSC provision now needs to be evaluated to ensure that SMSC is truly embedded throughout the school.

THE QUALITY OF WELCOME IS OUTSTANDING

At Cardinal Langley, there is a strong and authentic welcome. All visitors are given a safeguarding booklet on arrival which outlines key information. Undoubtedly, a strength of the school is the genuine relationships between pupils and staff. Furthermore, there was a sense of palpable pride in the school from all major stakeholders; pupils, staff, parents and governors. Pupil and parent voice confirmed that any incidents of bullying were quickly dealt with and in a thorough manner. Indeed, one parent referred to the school community as a '*large family*' where everyone looked out for each other. Pupils referred to the 'Guardian Angels' as an excellent example of Sixth-Formers helping out younger pupils. This was complemented by the 'Toot-Toot' system that was used to report any issues within the school. During a Year 10 assembly, scripture was used to eloquently explain the theme of 'forgiveness' which is a core value promoted within the Cardinal Langley community. There are strong links with the four partner schools who meet termly, and a transition team ensures a smooth transfer to Cardinal Langley. This transition and 'belonging' to Cardinal Langley was reinforced by an annual welcome Mass. True to Lasallian values, it is abundantly evident that Cardinal Langley is truly inclusive and makes a conscious effort to ensure that diversity among different cultures is not only recognised but also celebrated throughout the community, for example black history month. Respect, observed through interactions between pupils and staff, showed that everyone is valued and treated with dignity. Attendance is improving, which reflects the fact that students enjoy attending Cardinal Langley. Students whose attendance is a concern are closely scrutinised and massive intervention is in place to support improving attendance.

THE QUALITY OF WELFARE IS OUTSTANDING

A guiding principle of Cardinal Langley is based on the Lasallian custom of being 'child-centred' and the school embraces John 10:10 through genuine care and support. This was very evident throughout the school, and staff were proud to say that pupils come first. This was epitomised by a member of staff who proudly said '*we don't give up on any child*'. There is a strong commitment to pastoral support for all pupils, especially those deemed vulnerable or with additional needs, exemplified by the staffing levels of the additional needs department showing leadership has invested heavily in resources to support disadvantaged pupils. A holistic approach is the mantra at Cardinal Langley and extensive work is done with parents and many external agencies to ensure pupil needs are met; case studies show this work to be highly effective. A new initiative, referred to as the HUB, was well resourced and was extremely effective in massively reducing exclusions to almost zero. Indeed, exclusions are one of the best in the Local Authority and the Local Authority has used this as a model for other local schools. The provision for challenging pupils is strong and

based on inclusion. Additionally, there were many pastoral leaders who are experienced in a restorative approach to behaviour. Vulnerable children are allocated a key worker and the school has developed an excellent link with the 'Act Project' which aims to work with the school to raise aspirations. There is little doubt that the welfare of children is at the core of Cardinal Langley and a dedicated safeguarding team is testament to this. The sex and relationships programme [SRE] is based on the Church's teaching. Furthermore, the chair of governors is a safer recruitment trainer ensuring expertise in recruitment processes. All staff have been trained on 'Keeping Children Safe in Education' a key national document. Leadership also care about the welfare of staff and have established working parties to manage workload and stress.

THE QUALITY OF WORSHIP IS OUTSTANDING

Prayer is at the heart of the school community and staff and students are confident and highly skilled in planning and leading prayer and worship. For example, staff begin staff briefing with a reflective prayer led by different staff each time. A high level of creativity was evident in prayer and worship. In a Year 10 assembly pupils participated confidently in their readings and the key message was delivered in a thought-provoking manner. Pupils were reverent throughout. In a Year 8 morning Form period, pupils engaged respectfully in a guided meditation called '*Talking to God*' enhanced by music and light. Pupils are privileged to experience a wide variety of approaches to worship which is age-appropriate and embedded across school. The well-resourced school chapel is a focal point for the school. The school has a full-time teacher lay chaplain who is supported by an extended chaplaincy team and ethos leaders from Years 7 to 11 who help plan and deliver services in Advent and Lent. The sacramental life of the school is strong with local priests celebrating a weekly Form Mass. The Eucharist is also at the heart of key events in school such as the Year 7 Welcome Mass and Leavers' Masses for Year 11 and 13. On Remembrance Day the whole school gathers in the school atrium to commemorate those who have died in war. Opportunities for pupils and staff to deepen their spirituality are extensive. 95% of Year 7s experience an annual retreat at Savio House whilst voluntary residential retreats are provided at the Lasallian retreat centre in the UK. At least one staff CPD session each year is dedicated to spirituality. Governors have exercised their role in ensuring that there has been dedicated and generous funding for the spiritual life of the school.

THE QUALITY OF WITNESS IS OUTSTANDING

Pupils develop their faith through a range of pastoral and learning situations. Charity work is extensive and many fund-raising events include supporting an orphanage in Kenya, the Genesis group collecting food for the homeless and students raising funds for Mary's Meals. At specific times of the year, the charity work has a focus: for example, during Lent pupils collect Easter Eggs for less fortunate children. What makes this outstanding is the fact that pupils *know* why they are doing it. Ethos leaders have designed displays that promote gospel values which are prominent throughout 'the village square' and are clearly aligned with the Lasallian values of Cardinal Langley. Ethos leaders led on organising Masses and develop parish links, for example Advent services at St Peter's. Caritas ambassadors, trained by the Salford Diocese, focus on the social teaching of the faith, for example through welcoming all 'strangers' to Cardinal Langley, which develops the dignity of the individual. There are opportunities for pupils to reflect on their faith through annual retreats and there are links to a Good Life Orphanage in Kenya. Staff bear witness to their Catholic faith through every day interactions with both pupils and each other. During a meeting a member of staff referred to the Catholic life of the school as '*the spirit of the school – how we speak, listen and love each other and how we look after our pupils*'. Everyday experiences are complemented by other activities including Mission Week, weekly prayer focus, participation in the Year of Mercy and two staff go on retreat to Malta each year. All staff contribute to the prayer life during briefing and each July have the opportunity to reflect. Staff spoke highly of each other and were able to describe how they are valued. New staff follow a programme which includes induction into Lasallian values and these values are reaffirmed at key events throughout the year as well as on a daily basis. A comprehensive spirituality action plan is being implemented and a staff spirituality survey [2016] showed extremely high levels of understanding of their core purpose within a proud Lasallian Catholic school.

AGREED AREAS FOR DEVELOPMENT:

- To continue to develop the work of the ethos leaders and Genesis Group, ensuring they are at the forefront of developing the school as a strong community of faith where links are strengthened with parents and parishes
- Continue to improve achievement at GCSE religious education so that it meets the same high standards evident at A-level
- To ensure the Pupil Premium Strategy has impact on the progress of disadvantaged students so that the difference between them and their peers is diminished

Date 31st April 2017

Dear Pupils

A massive thank you for the warm welcome that you gave us when we visited your school. We were very impressed with how proud you all were of Cardinal Langley. During the many meetings you were very eager to express the many opportunities presented to yourselves to ensure that you develop into decent and caring young adults. It was clear that you belonged to the school and you all have played a part in making it a great Catholic school.

In the lessons observed, there was a great attitude to learning, engagement was high and the positive relationships were a privilege to observe. You should be really proud!

Cardinal Langley is clearly a school where pupils are at its heart. Mr Bridson, his staff and the governors are committed to ensuring that you receive at least a good quality of education and that the care you receive is exceptional.

We wish you, your teachers, and the school all the best for the future and hope you all go on to achieve great things.

God bless you all

Sheldon Logue
Martin Reynolds
(Section 48 Inspectors)

Summary Report to Parents

On 28th March 2017 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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