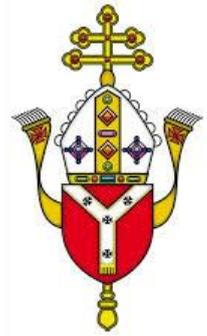


The Douay Martyrs Catholic School

Edinburgh Drive, Ickenham, Middlesex, UB10 8QY

Date of inspection by Westminster Diocese: 23-24 May 2019



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- The content of the religious education curriculum fully meets all the requirements of the Bishops' Conference Religious Education Curriculum Directory. The curriculum is designed in a creative and engaging way that meets the needs of pupils.
- Pupil achievement across all key stages is outstanding. Pupil progress at GCSE is outstanding when measured against the school internal data and external measurements. Disadvantaged pupils make very good progress thus demonstrating the effectiveness of religious education.
- Teaching is consistently good with some examples of outstanding teaching. Teachers have strong subject knowledge and confidence which inspires pupils.
- Pupils really enjoy religious education, especially the opportunity to discuss ethical questions and they value the space to develop their own viewpoint and critique different scholars' theories.
- The head of religious education has made a significant contribution to the success of the department. There is a dynamic and creative vision for religious education in which staff and pupils strive consistently for excellence, as evidenced by the quality of teaching and learning which is never less than good with elements of outstanding practice.
- There are good professional relationships within the religious education team, as the curriculum leader has created a positive sense of direction in which teachers work collegially. The head of department has a good understanding of the strengths and areas for development and as such is well positioned to continue to lead the department to further success.

B. The Catholic life of the school is outstanding

- Religious education is a core subject for all pupils and receives 10% curriculum time as required by the Bishops' Conference. It is evident to all that religious education is at the heart of the school curriculum.
- The liturgical year underpins the prayer and worship experienced by the school community which is central to the Catholic life of the school. The chaplain makes a significant contribution to the Catholic life of the school in the high quality relationships developed with pupils and staff.
- The school is rightly proud of its passionate commitment to the Church's mission and the preferential option for the poor. The range of charitable acts the school engages in is impressive and evidence of the school's unwavering commitment to the needs of the most vulnerable members of local and global communities.
- The school demonstrates a range of creative and vibrant ways of forging strong working partnerships with all its key stakeholders.
- The headteacher, along with the leadership team, are driven with a clear vision of Catholic education. The headteacher is committed to a continuous cycle of improvement so that pupils have an outstanding academic educational experience in the distinct context of a Catholic school. Governors demonstrate energy and enthusiasm to develop the school in partnership with the staff.

A. Classroom Religious Education

What has improved since the last inspection?

At the last inspection the religious education (RE) department was given three improvement targets: (i) ensuring pupils are given sufficient challenge in lessons so that they can develop greater depth of understanding and higher levels of religious literacy; (ii) increasing the pace of lessons and having higher expectations so that pupils make more rapid progress within lessons; (iii) ensuring that pupils are given consistent signposts on what the next step of their learning should be, so that they can respond explicitly to their teacher's guidance. The first target has not been met as fully as expected and a similar target has been set for the department in order to provide further opportunities for pupils to be stretched and challenged in lessons. The second target was met, lessons were characterised with high expectations, which resulted in pupils making good progress in their learning. With regard to the last target, teacher guidance, this has also been successfully met. The department has worked hard to give pupils constructive formative feedback on their work, some exemplary marking was seen.

The content of classroom religious education is outstanding

The content of the RE curriculum fully meets all the requirements of the Bishops' Conference Religious Education Curriculum Directory (RECD). The curriculum is designed in a creative and engaging way that meets the needs of pupils. An example of the creative way in which the curriculum engages the imagination of pupils is through the task of making a 'holy week newspaper'. Pupils reported high levels of satisfaction completing the task. The RE curriculum content is underpinned by the RECD to ensure that all elements of it are covered throughout the key stages. The RECD is explicitly referenced in schemes of work and is embedded into individual lessons to make pupils fully aware of the area being studied. An innovative example of the outstanding curriculum is that one member of the department develops and maintains a website of curriculum resources which can support pupils in their learning. This website is used by other members of the department as well as by other Catholic schools. Pupils study Hinduism and Islam as distinct modules within the Key Stage 3 curriculum, Judaism is studied in Key Stage 4 and other religions at Key Stage 5 as part of the core RE programme. The core RE programme is rigorous and enables pupils to be engaged with issues of faith as well as examining the interface between religion and contemporary society.

Pupil achievement in religious education is outstanding

Pupil achievement across all key stages is outstanding. Using the school's tracking system, results at Key Stage 3 have been consistently high over the past three years. The data, resulting from teacher professional judgement and assessment, including the baseline assessment, indicates that pupils' progression is in line with predicted outcomes at the end of Year 11. Pupil progress at GCSE is outstanding when measured against the school internal data and external measurements. Disadvantaged pupils make very good progress thus demonstrating the effectiveness of RE. The value-added score has had a meteoric rise under the leadership of RE head of department, from -0.3 in 2016 to +0.7 in 2018, making the RE department one of the strongest in the school. This rapid and sustained progress is has led to consistently high performance of the RE department as evidenced by recent assessment data. Given the success at GCSE, the numbers of students studying A Level is low. In some recent years A level results have been varied, however students make good progress overall. The core RE programme has an assessment system in which culminates in a written essay at the end of each unit. Essays are assessed using A Level assessment criteria to ensure rigour and challenge and enabling students to develop further critical thinking skills. There is scope for developing a tracking system to ensure all staff use this effectively. Where students have been assessed, there is evidence of both excellent standards of work and effective written feedback.

The quality of teaching is good

Teaching is consistently good with some examples of outstanding teaching. Teachers have strong subject knowledge and confidence which inspires pupils, this was seen in a lesson on the death penalty in which pupils were supported effectively to challenge each other's views in a theologically rich way. Pupils are offered consistent summative and formative assessments which track current performance and give clear targets for improvement. They also receive oral feedback which helps them understand the building blocks of an excellent academic answer. In a lesson on the reformation, skilled questioning elicited good critical thinking, for instances, pupils were asked regarding hiding priests from persecution, whether they would be prepared to take the risk today. In a lesson on how the Passover is celebrated by Jews, the lesson was well planned enabling pupils to build upon their previous learning in an effective manner. To develop further teaching, pupils need more opportunities to be stretched and challenged. A characteristic of the department's teaching is that very good relationships with pupils have been developed. In a lesson on Baptism a good range of strategies were used to maintain the pace of the lesson and develop pupil curiosity. Pupils really enjoy RE, especially the opportunity to discuss ethical questions and they value the space to develop their own viewpoint and critique different scholars' theories.

The effectiveness of leadership and management in promoting religious education is outstanding

The head of RE has made a significant contribution to the success of the department. There is a dynamic and creative vision for RE in which staff and pupils strive consistently for excellence, as evidenced by the quality of teaching and learning which is never less than good with elements of outstanding practice. The rapid and sustained progress of all pupils is attributed to the leadership of the head of department, ably supported by three curriculum coordinators. There are good professional relationships within the RE team, as the head of RE has created a positive sense of direction in which teachers work collegially. All members of the department work hard to support each other with creative curriculum resources that develop the active engagement of pupils in their learning. The department has developed parental workshops that have successfully improved parental engagement in support of their children's learning in RE. Teachers in the department are supported through regular professional development in department meetings and have access to diocesan and examination board training. The department is well run with effective systems to monitor, evaluate and plan actions to address issues from learning walks and self-assessment. The head of RE has a good understanding of the strengths and areas for development and as such is well positioned to continue to lead the department to further success.

What should the school do to develop further in classroom religious education?

- To increase the recruitment to A level Religious Studies.
- To increase further the opportunities for pupils to be stretched and challenged.

B. The Catholic life of the school

What has improved since the last inspection?

The school has re-structured the school day to minimise the movement of pupils between the two campuses and thus maximised further opportunities for learning. The school was also asked to develop monitoring systems further and so ensure the widest possible experiences of the richness of the Catholic tradition of prayer for pupils. This target has been successfully met.

The place of religious education as the core of the curriculum

is outstanding

Religious education is a core subject for all pupils and receives 10% curriculum time as required by the Bishops' Conference. It is evident to all that RE is at the heart of the school; the status of RE within the school is strong; the department is presently well staffed with specialist RE teachers. The accommodation is reasonable, given the condition of the school building, and the budget for RE is in line with other core subjects. The governors and leadership team provide outstanding support.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The liturgical year underpins the prayer and worship experienced by the school community which is central to the Catholic life of the school. The deanery priests are highly supportive and work with the chaplain to provide valuable opportunities for the Sacrament of Reconciliation in Lent and Advent and for the regular celebration of Mass. Pupils are encouraged to lead prayer and to participate in liturgical ministries and the chaplain works with the RE and music departments to plan and prepare liturgical celebrations. There is scope for further development of both the daily act of worship and the regular assemblies by providing more opportunities for pupils to be engaged in the planning and preparation of prayer and worship. This inclusive school community is sensitive to and supportive of pupils and staff of other traditions and beliefs, providing opportunities for them to pray; all members of the community are fully involved in worship and the Catholic life of the school. As well as experiencing the richness of the Catholic tradition at school, there is a retreat programme for all pupils, along with the opportunity for older students to join the annual Diocese of Westminster pilgrimage to Lourdes. Pupils appreciate these opportunities as a chance to deepen their faith and reflect on issues which impact them. The chaplain makes a key contribution to the Catholic ethos, reflected by the high quality relationships across the school.

The contribution to the Common Good – service and social justice –

is outstanding

The school is rightly proud of its passionate commitment to the Church's mission and the preferential option for the poor. Pupils demonstrate an excellent understanding of the theology underpinning their acts of social justice. They cited their headteacher who said it is 'deeds not words' that are important and recognise their engagement with acts of charity as a way of helping those less fortunate than themselves. The chaplain takes a lead role in fostering this aspect of school life. All RE classes are scheduled for a lesson in the chapel during Lent to learn about the Catholic social teaching which informs their acts of charity. The participation in the Cafod Young Leadership Programme and Lourdes Redcaps is further evidence of the development of pupils' religious literacy and servant leadership. There is a wealth of opportunity for pupils to become leaders in their faith, for example, student ambassadors, house captains, school council representatives and prefects. The school uses the network of parishes to reach out to others, for example, their festive afternoon for senior citizens of the Hillingdon Deanery churches where the pupils were praised for being 'so kind

and they made us feel so welcome.’ The range of charitable acts the school engages in is impressive and evidence of the school’s unwavering commitment to the needs of the most vulnerable members of local and global communities. The Cardinal Hume Centre, The Catholic Children’s Society, Cafod, Hillingdon food bank, Paul Strickland Scanner Centre, Mary’s Meals and the Sea-Cadets are a sample of the charities that have benefitted from the school’s consistent focus on their mission to those marginalised people who exist beyond their school gates. It is therefore fitting that this service was acknowledged with the Cardinal Hume Award ‘Living out the option for the poor’.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

The school demonstrates a range of creative and vibrant ways of forging strong working partnerships with all its key stakeholders. For example, there are half-termly parental classes on different aspects of Catholicism which are led by priests in the deanery and classes for parents led by the English department. Parental surveys reveal high levels of support for the school. The chaplain is valued highly by parents, particularly by those whose children have been supported through moments of distress. There is scope to develop further meaningful relationships with feeder Catholic primary schools. The school actively engages with parishes through attending the Confirmation services of their pupils and inviting parish priests to lead the Sacrament of the Eucharist and Reconciliation. The diocesan advisor has been a welcome support to the school. The headteacher is a board member of Diocese of Westminster Academy Trust and Hillingdon Catholic Schools Forum. Partnership with the diocese is an integral part of how the school understands itself; for instance, their pupils served on the altar at the Chrism Mass at Westminster Cathedral and the chaplain’s attendance at deanery meetings.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The headteacher, along with the leadership team, are driven with a clear vision of Catholic education. This is seen in recent development: ‘The Douay Way’ and ‘Walk with Me’, which could be further strengthened by linking them to the mission statement. The headteacher is committed to a continuous cycle of improvement so that pupils have an outstanding academic educational experience in the distinct context of a Catholic school. The promotion of the Catholic life of the school leads the school development plan whose first action is to ensure all staff, ‘walk alongside families’. The leadership team is very effective in developing the Catholic life of the school and an example of this is the very comprehensive staff training programme on the Catholic life of the school; this is to be commended highly. There is a strong culture of prayer with staff; at the weekly briefing meetings ‘The Douay Way’ is explored and thus is further embedded. Governors demonstrate energy and enthusiasm to develop the school in partnership with the staff. There are clear systems in place for reviewing strategic matters and governors have a good presence across a range of school events. The headteacher along with governor representatives actively promote the school in many ways including partnerships with local schools. They also visit local churches, speaking to the parishioners to raise the profile of the school beyond the immediate community.

What should the school do to develop further the Catholic life of the school?

- To review the mission statement in order to link with ‘The Douay Way’ and ‘Walk with me’.
- To provide more opportunities for pupils to be engaged in the planning and preparation of prayer and worship.
- To develop further meaningful relationships with feeder Catholic primary schools.

Information about this school

- The school is an eight-form entry Catholic secondary school in the locality of Ickenham, Middlesex.
- The school serves the parishes of St Bernadette's, Hillingdon, St Gregory's, South Ruislip, Our Lady of Lourdes, Uxbridge, St Catherine's, West Drayton, The Most Sacred Heart, Ruislip, The Immaculate Heart of Mary, Hayes and St Paul's, Harefield.
- The proportion of pupils who are baptised Catholic is 44.8%.
- The proportion of pupils who are from other Christian denominations is 25.8 % and from other faiths is 24.2 %. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 42.4 %.
- The number of teachers with a Catholic qualification is 12.
- There are 6.7 % of pupils in the school with special educational needs or disabilities of whom 12 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is an above average rate of families claiming free school meals.
- 334 pupils receive the Pupil Premium (25.0%).

Department for Education Number	312 5408
Unique Reference Number	I37925
Local Authority	London Borough of Hillingdon

Type of school	Secondary
School category	Voluntary aided academy
Age range of pupils	11-18
Gender of pupils	Mixed
Number of pupils on roll	1337
The appropriate authority	The Local Governing Board and DOWAT
Chair	Mrs Michelle O'Grady
Headteacher	Mr Anthony Corish
Telephone number	01895 679 400
Website	www.douaymartyrs.co.uk
Email address	office@douaymartyrs.co.uk
Date of previous inspection	25– 26 November 2013
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 11 lessons or part lessons were observed.
- The inspectors attended one assembly and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mr Matthew Dell

Lead Inspector

Miss Catherine Bryan

Associate Inspector

Mrs Florence Collins

Associate Inspector

Ms Eleisha Maton

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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