



Catholic Schools Inspectorate inspection report for St Richard Reynolds Catholic High School

URN:139121

Carried out on behalf of **Cardinal Vincent Nichols , Archbishop of Westminster** on:

Date: 8&9 December 2022

Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

1

Collective worship (p.7)

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

1

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 fully to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

- All school members live out the mission statement of 'Loved, listened to, challenged, and inspired'. The school embodies the spirit of Catholicism and Catholic Social Teaching is embedded in the school.
- Pupils are respectful and value each other; they appreciate that education is a priority and are proud of their school.
- Relationships throughout the school are based on the highest levels of care.
- Teachers have a high level of subject knowledge; this leads to pupils demonstrating good progress in lessons.
- The school is a prayerful community and the experiences of prayer and liturgy provided by the school engage pupils and lead them to full, active, and conscious participation.

What the school needs to improve:

- Further develop extension activities for higher ability pupils.
- Further develop opportunities for Reconciliation during lent and advent.
- Ensure self-evaluation is consistently informed through monitoring.

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

Catholic life and mission key judgement
grade:.....

1

Pupil outcomes

The extent to which pupils 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

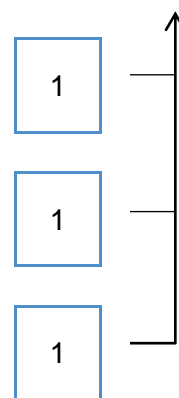
1

Leadership

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

1

educational mission.



Pupils understand and embrace the distinctive charism and mission of their school. They know that they are 'Loved, listened to, challenged, and inspired.' They understand and embrace the Catholic identity of the school and are proud to be pupils at St Richard Reynolds. Pupils are happy at school and comment that they are valued and cared for as unique persons. The values of Catholic Social Teaching linked to behaviour and all curriculum subjects was a positive feature of the school. Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in helping others in a local, national, and global context. The pupils support many charities including Aid to the Church in Need, the Salvation Army Christmas boxes and a local food bank. The pupils showed a deep respect for their own personal dignity and that of others, who are made in the image and likeness of God. Behaviour was exemplary in lessons and throughout the school. Pupils place great value on the school's chaplaincy provision, willingly taking leadership roles within it and many participate in, and contribute to, the opportunities provided.

There is a strong culture of welcome and a real community spirit within the school. Staff embrace opportunities to support one another, for example the induction and mentoring programmes. They are exemplary in the relationships and the care they show for the pupils and each other, providing the highest levels of pastoral care. The school environment effectively witnesses to its identity, mission, and charism through outstanding displays throughout the school. The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. There are a vast range of creative and high-quality opportunities for pupils to further their spiritual and moral development such as being a liturgy leader,

part of the school recycling team or a member of the Mass band, Schola Cantorum or Gospel Choir. The provision for RSHE is carefully planned to ensure it meets both statutory and diocesan requirements.

The Principal, leadership team and governors can clearly articulate the Church's mission in education. They actively promote the Archbishop's vision for the diocese and are enthusiastic in their response to diocesan policies and initiatives. The Principal and governors embrace and actively promote the principle that Catholic schools are at the service of the local church and work hard to ensure a flourishing partnership between the school and the local parishes. The local clergy participate fully in the life of the school. Leaders and governors of the school truly embrace the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of that vocation. The school has highly successful strategies for engaging parents and carers to the very obvious benefit of pupils. Many parents commented on how the school supported their children on their faith journey. The Principal and leadership team are supported by a fully committed governing body who are effective guardians of the Catholic life and mission of the school. They are also highly ambitious in their guardianship and plan to grow Catholic education in this area of London by setting up of the Ascension Catholic Academy Trust. One of the governors remarked that, 'The mission is about having outstanding Catholic education that enables pupils to become what God wants them to be'. Professional development, focusing on the Catholic life and mission of the school occurs frequently is well planned and effective. Leaders are deeply committed to supporting new staff with a well-planned and effective induction programme. The school's self evaluation is a coherent and honest reflection of self analysis, however, leaders could involve the pupils more in a planned way when evaluating the School's Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the *Religious Education Directory*. Pupils make consistently good progress and achieve the best possible outcomes in all years and age phases. Pupils enjoy their religious education lessons and are both reflective and actively engaged. They are religiously literate, speaking confidently using key concepts and subject specific vocabulary. Pupils show notable independence in their learning and respond well to teachers' feedback both in their lessons and books. They produce work of a consistently high quality in lessons; they understand how well they are doing and what they need to do to improve. Pupils understand and implement the steps required to make progress and achieve above average attainment when compared with other core curriculum subjects.

Staff knowledge is a strength and teachers demonstrate a deep commitment to RE. They have high expectations for religious education and these are communicated effectively to pupils. There is high quality professional development in religious education for all practitioners in relation to their subject knowledge. Planning is linked to pupils' current assessment and teacher knowledge of pupils. Hence lessons consolidate and effectively extend pupil knowledge and understanding. Lessons are creatively structured to build on and enhance prior learning. Each lesson observed had a starter activity that consolidated previous knowledge. Questioning was used skillfully in lessons to check understanding, thus increasing the engagement of pupils. This was seen in a Year 8 lesson where pupils were asked to identify the key changes of Vatican II and in a Year 9 lesson where pupils were asked questions about the Sacrament of Marriage. Resources such as the help sheets, key terms and big questions support pupils and celebration of effort is evident, leading to high levels of motivation from pupils. Teachers recognise the impact religious education has on the moral and spiritual development of pupils and give time and

space for reflection in lessons. Good quality resources, including other adults are used effectively to optimise learning for most pupils. In lessons, the extension activities could be developed for the benefit of higher ability pupils.

Leaders and governors ensure that the school curriculum for RE is an expression of the *Religious Education Directory* and that RE has at least full parity with other core curriculum subjects in relation to whole school policies, homework, marking and reporting to parents. Leaders make certain that staff receive regular training in implementing the religious education curriculum. The RE leadership team work together well to ensure their vision leads to improvements in teaching and learning such as the two-pen policy used in lessons. Religious education is imaginatively and thoughtfully planned by leaders to meet the needs of all the pupils and as a result an appropriate sequential curriculum is provided which ensures subject content is introduced systematically. New staff are inducted effectively to be part of the Richard Reynolds community. The early careers teachers were positive in the support they had received from colleagues at the school. Leaders create links with other appropriate agencies and the wider community to provide an extensive range of enrichment activities to promote pupils learning and engagement with religious education.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

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

1

Provision

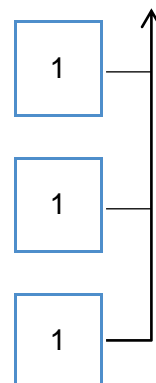
The quality of collective worship provided by the school
.....

1

Leadership

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

1



The experiences of prayer and liturgy in the school fully engage the pupils and result in full, active and conscious participation. Pupils have a deep understanding of the wide variety of ways of praying that are part of the Catholic tradition. They work collaboratively with their teachers and the chaplain to prepare creative and well-constructed experiences of prayer and liturgy. This occurs in form time, assemblies, class and school Masses. Pupils demonstrate an excellent understanding of the liturgical year and how it is expressed in the prayer life of the school. They can articulate the ways in which prayer and liturgy are influenced by both the curriculum and wider life of the school and how it has shaped them. Pupils spoke about having the opportunities to read at Mass and how it has given them the confidence to read in their parishes. They also have the opportunity to say prayers in their home languages. They understand how to reflect on the experiences of prayer and liturgy and can articulate ways in which these experiences have led to active stewardship.

The centrality of prayer is evident in all areas of school life. The school is a prayerful community with prayer used to support all its members. There is a naturally embedded daily pattern of prayer that faithfully reflects the rhythm of the prayer life of the Church. The prayer and worship observed offered pupils a wide range of creative and engaging experiences highlighting the breadth and richness of the Catholic tradition. Staff, including senior leaders are inspiring models of exemplary practice to other staff and pupils as participants in and leaders of prayer and liturgy. The chaplaincy team is made up of pupils from across all year groups who use their gifts confidently to enhance prayer and liturgy. Pupils are also provided with the opportunity to lead in form worship and class Masses. The chaplain has developed opportunities for class retreats. The school makes imaginative and creative use of space for prayer and

meditation and there are prayer tables in every room and excellent religious displays. The school works hard to ensure a flourishing partnership with the local parishes to help pupils to participate more fully in liturgy. The School visits a local parish for their annual carol concert.

The school's policy on prayer and liturgy is carefully planned and regularly reviewed. Leaders, including governors have a developed understanding of the different levels of skills of participation that are reflective of the age and capacity of pupils. The school calendar is planned to provide regular opportunities to celebrate the Eucharist. Whole school Masses are arranged for the entire school community, particularly at key times in the liturgical year such as holy days of obligation and other significant celebrations, such as their Feast Day. The Principal, senior leader for Catholic life and the chaplain's aim is to ensure that the Sacrament of Reconciliation is offered to all pupils at key times in the liturgical calendar. Mass is celebrated every week and there are ample opportunities for pupils to take part in assemblies and school events such as the presentation of the St Bernadette relics at the local university chapel. Leaders including the chaplain have a thorough understanding of a broad range of ways of praying that are part of the Catholic tradition. They can confidently articulate the Church's understanding of the relationship between participation and ministry. This results in pupils and staff providing prayer and liturgy opportunities that are engaging, of a consistently high quality and are accessible and meaningful for the whole community. The leadership team and governors regularly review the quality and impact of prayer and liturgy as part of the school's cycle of self-evaluation and planned improvement. The views of staff and pupils are regularly sought as part of the school's evaluation of prayer and liturgy.

Information about the school

Full name of school	St Richard Reynolds Catholic High School
School unique reference number (URN)	139121
Full postal address of the school	Clifden Road, Twickenham. TW1 4LT
School phone number	020 8325 4630
Name of head teacher or principal	Richard Burke
Chair of governing board	Luke Parker
School Website	http://www.strichardreynolds.org.uk
Multi-academy trust or company (if applicable)	Ascension Catholic Academy Trust
Type of school	Secondary
School category	Academy
Age-range of pupils	11-18
Trustees	Foundation
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	1

The inspection team

Mary Coyle	Lead Inspector
Sue Grace	Team Inspector
Teresa Gaughan	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