



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St George's College

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College Unique Reference Number: 125361

Headteacher:	Mrs R C F Owens
Chair of Governors:	Mr M Davie
Lead Inspector:	Dr J Lydon
Associate Inspector:	Mr P Ward
Inspection date:	14-15 May 2018

Overall Effectiveness	1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

St George's is an outstanding Catholic college because:

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| <ul style="list-style-type: none">▪ It is an inclusive Catholic community in which every member of the College community is valued and is treated with dignity and respect in a culture of mutual trust, reflecting the twin Josephite pillars of <i>douceur</i> (respect) and <i>politesse</i> (firm gentleness, care and compassion).▪ The headmistress and her leadership team constitute an empowering presence, particularly in the context of the promotion of the Catholic and Josephite identity of the College.▪ The mission of the College 'To inspire all in our Josephite, Georgian Family to be the very best version of themselves' encapsulates the holistic approach to excellence which permeates the life of the College.▪ This commitment to excellence extends beyond the school community to the wider local community, encapsulated by the College's outreach to people with learning disabilities which has been a constituent feature of the mission of the College for over half a century.▪ Collective worship features prominently in the daily life of the College and is supported enthusiastically by both staff and students. It is led actively by a highly motivated chaplaincy team in collaboration with colleagues from a number of departments including strong collaboration with the Music department. Students are engaged in the planning and preparation of liturgical celebrations to a marked degree.▪ Religious Education is regarded as central to the life of the College, is particularly well resourced and is | <ul style="list-style-type: none">▪ Collective Worship is central to the life of the College and constitutes the heart of every College celebration. Collective worship is integrated into the rhythm of school life.▪ The Josephite community constitutes a galvanising presence around the school community. The significance of the role of the Josephite chaplain cannot be overstated, particularly in relation to his embodiment of the College ethos and mission.▪ Students experience a wide range of liturgical opportunities including the celebration of the sacraments of the Eucharist and Reconciliation, reflecting the commitment of governors and the leadership team to the distinctive nature of this Catholic, Josephite College.▪ Students are actively engaged in the planning and preparation of liturgies, developed most recently by the introduction of Chaplaincy Prefects.▪ The leadership team, staff and students are committed totally to an inclusive approach to every member of the College community, regardless of religious belief. This was highlighted as a significant strength by governors, staff, parents and, especially, students.▪ The College invests significantly in the Religious Education department and in chaplaincy provision, reflecting its commitment to the spiritual and moral development of students and the maintenance of the distinctive identity of the College.▪ The contribution of associate staff to this outstanding Catholic College cannot be overstated, encompassing both pastoral and logistical support. |
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<p>regarded as a key subject by Governors, the leadership team and indeed the entirety of the College community.</p> <ul style="list-style-type: none"> ▪ Governors make a significant contribution to the Catholic Life of the College. They are committed to the College's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. They have supported the Catholic life of the school by substantial resource investment. 	
<ul style="list-style-type: none"> ▪ The Catholic Life of the College is outstanding. ▪ In every interview with inspectors the word 'community' was signposted as one of the defining characteristics of St George's College. This was emphasised particularly by parents who highlighted the 'family' dimension of the Josephite ethos. ▪ Governors and College leaders have a single-minded focus on realising the mission of the College, especially in terms of enabling students to experience a holistic education in order to develop their talents to the full. ▪ The commitment of the whole College community to charitable activities and support for the local, national and international community is outstanding. ▪ Pastoral care for the whole student body and for staff constitutes a significant strength of this Catholic College, evidenced in interviews across the inspection process. ▪ This pastoral support for all students contributes to the 'family spirit' articulated by governors, staff, students and parents. ▪ The behaviour of all students is exemplary at all times. They are supportive of each other in both academic and extra-curricular contexts, resonating with the Josephite pillars of <i>douceur</i> and <i>politesse</i>. 	<ul style="list-style-type: none"> ▪ Achievement in Religious Education is outstanding because students in general make outstanding progress. ▪ Students genuinely enjoy Religious Education lessons and appreciate the exploration of Catholic Christianity and other world religions. They spoke of the way in which they were stretched and challenged during lessons and the applicability of lessons to their lives beyond the College. ▪ Teaching is generally outstanding and displays examples of innovative learning and teaching strategies. ▪ Lessons are very thoughtfully structured with detailed lesson plans provided to inspectors. Teachers model a commitment to Religious Education and are keen to develop further their knowledge and skills. ▪ Students in general display outstanding age-related standards of religious literacy. ▪ The headmistress, supported by her leadership team, is genuinely committed to the growth and development of the Religious Education department and chaplaincy provision. This is evidenced by the considerable additional resources provided both in terms of funding and curriculum time in recent years.

FULL REPORT

INFORMATION ABOUT THE COLLEGE

St George's College is a Catholic co-educational day college established in 1869 by the Congregation of Josephites. The college is now governed under the corporate identity of St George's Weybridge, having responsibility for the governance of the Junior School (ages 3 to 11) and the College (ages 11-18). The college is committed to excellence and ensuring that all students become 'the best version of themselves'. The governing body and college views itself as engaged in both the maintenance of its Catholic identity and its mission towards the two thirds of staff and students of other faith or non-faith traditions.

St George's is the largest independent Catholic co-educational day school in Britain with the senior college having 918 students on roll. St George's College is located within the Parish of the Holy Family, Addlestone and the Junior School in the parish of Christ the Prince of Peace, in Weybridge. Both parishes are members of the Weybridge Deanery in the diocese of Arundel & Brighton. The college draws its students from five different dioceses: Arundel & Brighton, Northampton, Westminster, Southwark and Portsmouth. St George's College is a five or six form entry College. Students are able to enter the College in the First Year, Third Year and Sixth Form, they come from a combination of independent and maintained colleges. The overall proportion of students who are baptised Catholic is 33.4%. The proportion of baptised Catholic students in the Sixth Form is 31%. The attainment of pupils on entering the college is above the national average and remains so. There are 29 languages other than English spoken by students either as a first language or bi-lingual, who make up 11.8% of all students. The number of students with Statements and/or Education & Health Care Plans is 2. The student body is as socially cultural and economically diverse as is possible, given its independent, and therefore fee paying, status. It is committed to providing for as wide a student body as possible, through its generous assisted places and bursary provision.

WHAT DOES THE COLLEGE NEED TO DO TO IMPROVE FURTHER

- Continue to develop relationships with the Diocesan Education Service.
- Secure an increase in curriculum time for Religious Education in order to meet fully the requirements of the Catholic Bishops Conference of England and Wales to reflect the fact that it is a core subject in a Catholic College.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE COLLEGE

- The extent to which students contribute to and benefit from the Catholic Life of the College.
- The quality of provision of the Catholic Life of the College.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the College.

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The extent to which students contribute to and benefit from the Catholic Life of the College

- The majority of students in all year groups demonstrate a genuine sense of belonging to the Catholic community of St George's College. This is reflected in the way in which pupils display a profound commitment to the activities and initiatives that reflect its distinctive Catholic ethos within and beyond the College community. Students are actively encouraged to develop their gifts and talents to the full.
- The behaviour of all students is exemplary at all times, reflecting the twin Josephite pillars, politesse and douceur. Students are genuinely supportive of each other in tangible ways, for example peer mentoring. Inclusion and justice constitute perennial themes among the student body and are realised within and beyond the community. In student interviews there was unanimous agreement that inclusion represented a distinctive feature of the community of St George's.
- Inspectors concluded that all students take full advantage of the wide-ranging opportunities the College provides for their personal support and development and as a result they are happy, confident and secure in their own spiritual journey. Students were particularly complimentary about the way in which *all* felt included, regardless of the stage they had reached on their faith journey. The range of extra-curricular activities reflects an approach which ensures that students are given every opportunity to develop their talents to the full. The commitment of staff in this context during the lunch hours was exemplary, reflecting a 'servant leadership' approach.
- The development of talents is evident particularly in the very impressive range of opportunities for student leadership and participation in the sixth form exemplified, for example, by the mentoring of students in Key Stages 3 and 4 and, in particular, by the commitment of the Upper Sixth students to the teaching of Religious Education in local Primary schools, a project which was initiated in 1982. This represents a consistently high level of commitment by St George's College students and their mentors.
- Students respond positively to opportunities to prepare and lead prayers in assemblies and in formal liturgies, supported by resources produced by the chaplain and his team. The recent introduction of chaplaincy prefects has proved to be significantly innovative in this context.

- Students also support deanery and diocesan celebrations, especially the Deanery Confirmations which are celebrated in St George's College Chapel. There is a strong culture of support of the HCPT pilgrimage to Lourdes.
- Students respond generously to a range of opportunities to serve others modelled on the example of Christ. There is support across the College community for a broad range of local, national and international charitable activities. The 'tin a week' campaign during Lent in support of the local foodbank represents an outstanding example of commitment to the Church's mission to the poor and marginalised.
- Students behave in a respectful and courteous manner in their encounters with each other and with staff, reflecting the Josephite charism which emphasises hospitality, making all feel welcomed and valued. The College environment constitutes a hospitable space for learning.

The quality of provision of the Catholic Life of the College

- St George's College empowers students to realise in their lives the central theme of its mission, to provide a holistic education for all students, by offering a wide range of extra-curricular activities which encapsulate the core meaning of such an approach. These activities are responded to enthusiastically by the vast majority of students. The empowering engagement by a considerable number of staff during the inspection constituted a particularly positive feature.
- The College mission statement is a clear and inspiring expression of the educational mission of the Church. 'Our Mission: To inspire all in our Josephite, Georgian Family to be the very best version of themselves' captures the culture of this outstanding Catholic College which is committed totally to the maintenance and mission of its distinctive Josephite ethos.
- The Catholic and Josephite life of the College forms a regular feature of the professional development of all staff with each in-service day including a reflection on one of the Josephite pillars or on the heritage of the College. Catholic distinctiveness also features prominently in staff induction programmes with the 'Catholic Life Lunches' enabling more experienced staff to share the nature of the Josephite charism with new members of staff. The way in which the headmistress and her leadership team model 'Catholic Life' constitutes a significant formative instrument, remarked upon during the inspection by several staff.
- The way in which students relate to each other and offer mutual support reflects the collaborative ministry modelled by all staff. The way in which all staff 'go the extra mile' in building up the College community was commented on by parents and students, both groups recognising the balance between sport, music, drama and academics made possible by the commitment of staff to the College mission. Specific aspects of this commitment were highlighted by students including the provision of additional lessons at lunchtime for those engaged in extra-curricular activities.
- The Josephite Chaplain and the Assistant Chaplain alongside other members of the Josephite community represent a considerable presence within and beyond the College, supported by other colleagues including both teaching and support staff and

students. Chaplaincy is central to the college's wide-ranging engagement with the local community, particularly in the context of its commitment to the more disadvantaged members of society. In this context the Kennedy Club constitutes an exemplary model of the college's commitment to Catholic social justice. Guided by staff and run by the Sixth Form, this project involving support for people with severe learning difficulties from the local community encapsulates the college's commitment to the local community.

- Pastoral care, centred around the twin Josephite pillars, represents a significant strength of the college, evidenced in interviews with governors, staff, students and parents. All were particularly eager to highlight the inclusive nature of the college community and the respect shown universally to all, regardless of religious or social background. Heads of Year monitor and evaluate tutor performance in relation to the pastoral care of students who affirmed unanimously the pastoral care students experienced, with trust constituting its most significant feature.
- Pastoral care of staff plays an important role within the strategic purview of pastoral care within the college. This was confirmed by all staff interviewed with the chaplaincy team featuring prominently in this context. Powerful testimony from one member of staff emphasised the caring nature of the headmistress during a time of particularly challenging family circumstances.
- The college's approach to behaviour is rooted in Gospel and Josephite values, 'loving forgiveness in action' signifying a key Josephite value. Policies in relation to behaviour embody throughout the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation. Students highlighted the supportive nature of relationships between staff and students and between students across year groups and their impact on the academic, spiritual, social and cultural development of students, who commented on the extent to which interaction between the year groups contributed to their pastoral wellbeing.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the College

- The college's leadership is deeply committed to the Church's mission in education. Leaders are committed totally to maintaining a balance between all aspects of student development. Catholic and Josephite ethos features strongly with 'ethos' representing the first pillar of the college's strategic plan. Contribution to the maintenance of the college's distinctive ethos forms a constituent part of the staff appraisal process.
- The high priority given to promoting the centrality of the college's Catholic ethos is a living reality, evidenced in particular by its modelling by the whole staff. The influence of the headmistress in this context cannot be overstated. This was affirmed by parents, staff and governors with several experienced staff insisting that the college's distinctive ethos had never been stronger.
- The way in which there is constant communication between the college and parents was affirmed unanimously during parental interviews and from responses to the parental survey. Parents felt that the college's mission statement was being realised in practice rather than public rhetoric and that they were encouraged constantly to

participate in the liturgical life of the College. A parent Prayer Group meets weekly and parents complete questionnaires following Parents Evenings encompassing issues in relation to the spiritual development of students.

- The governors are fully committed to promoting the Catholic life of the college. The governing body meet regularly with the Headteacher and provide appropriate support and challenge. Governors are fully supportive of the Catholic life of St George’s and are deeply committed to developing strategies in support of the college’s distinctive Josephite ethos.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well students respond to and participate in the College’s Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well students respond to and participate in the College’s Collective Worship and Prayer Life

- Acts of worship engage all pupils’ interest and inspire in them deep thought and heartfelt response. There is a demonstrable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. There is strong support for liturgy from the college’s Music department with the choir leading the communal singing at the key liturgical celebrations.
- During the inspection, assemblies and tutor group liturgies were marked by an atmosphere of reverence, respect and active engagement on the part of students. The acronym CAPAW (Collective Acts of Prayer and Worship) provides the focus for collective worship. Students often speak about “CAPAWS” and their impact upon their spiritual development. During the first term of each school year, for example, the daily CAPAWS take aspects of the underpinning and explicit Catholic Josephite ethos of the college before finishing on reflections about Advent. The chaplain ensures that material in support of the Act of Daily Worship is emailed to form tutors on a weekly basis.
- Students participate very enthusiastically in a wide-range of liturgies from celebrations of the Eucharist to moments of quiet prayer with a member of the chaplaincy team. Student leadership of collective worship is encouraged actively by chaplaincy in particular and the recently appointed chaplaincy prefects will encourage a greater ownership of CAPAWS among students. Leadership of collective worship by students has taken on a higher profile recently with chaplaincy prefects introducing and leading some weekly assemblies. Students from specific year groups are also taking on a greater degree of involvement in the preparation of the daily acts of worship.

- The themes and the style of liturgical celebrations are inclusive, with preparation focused around where students are on their faith journey. The fact that students on different stages of that journey feel respected was confirmed compellingly by both students and parents. Students were particularly insistent on the value of the College Chapel as a prayer space open to all for moments of reflection, quiet prayer and as a focus and an inspiration for charitable projects.
- The experience of living and working in a praying community has had a profound and visible effect on the development of all pupils, irrespective of ability or faith background. There are numerous examples of former students (Old Georgians) engaged actively in the life of the Church including several involved in various ministries relating to the mission of the college including the annual pilgrimage to Lourdes in support of the HCPT.

The quality of provision for Collective Worship and Prayer Life

- Collective worship is central to the life of the college and forms the heart of every college celebration. Praying together is part of the daily experience for all pupils and staff. The headmistress leads by example in this regard and is a visible presence at all liturgical celebrations. The inclusive nature of the liturgical life reflects the key Josephite value 'hospitality', reflecting a tolerance that truly embraces to the extent that staff and students of other Christian denominations and other faiths/belief systems spoke of the moving nature of liturgies and their impact.
- The provision of materials provided by the chaplaincy team to enable Form Tutors to lead collective worship effectively is outstanding. The weekly CAPAW provided by the Chaplain constitutes a bedrock providing 'mini-assemblies' each day based on the theme of the week which reflects the Church's liturgical cycle. Scriptural passages constitute a central focus for the daily act of worship alongside a reflection, for example, on the life of a particular Saint whose Feast is being celebrated on that day.
- The extensive Retreat programme constitutes an outstanding degree of provision throughout the various key stages. Provision is extended to all year groups with the importance of prayer being signposted during every retreat experience. These encompass a variety of formats including reflections on the Pauline notion of 'One Body' to discussions around key social justice issues, framed around Catholic social teaching. These retreats always conclude with a liturgy planned by pupils with guidance from the Chaplaincy Team. Since 1982 the Sixth Form have been involved with teaching in local Catholic primary schools; this ends with a celebration of Mass prepared by the children at these primary schools, with assistance from the Sixth Formers.
- The inspirational college chapel is situated in the centre of the college and is always open for prayer and reflection. Student feedback following retreat days is indicative of the value placed on 'quiet prayer and reflection' for students across all year groups. Students insisted that the Chapel engendered a respect for all who wished to pray with everyone valuing the belief of the individual within an inclusive ethos of mutual respect.

- Prayer is also an integral feature of the life of all college staff. Meetings, including those of the governing body, begin with prayer and staff engage enthusiastically in leading tutor group prayers based on the wide-ranging support of the chaplaincy team. The support given to the chaplaincy team by departments and individual staff exemplifies the reality that spiritual and moral development is a whole-college responsibility. Celebrations of the Eucharist constitute the apogee of the prayer life of the college. Celebrations of the Eucharist for the whole community take place at key moments in the life of the College, for example at the beginning of the school year and the Upper Sixth Leaving Mass. Voluntary Masses for the college community take place weekly while Adoration of the Blessed Sacrament has moved both staff and students to a deeper understanding and better abled them to engage in prayer. Opportunities to receive the Sacrament of Reconciliation are afforded to staff and students, particularly during Lent.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is

- The Headmistress is passionately committed to the building of an authentic Catholic community. Together with her leadership team she ensures that the Catholic and Josephite life of the school is given the highest profile. The governing body is committed totally to the promotion of the spiritual life of the school and has sanctioned the investment of significant resource in chaplaincy provision.
- The headmistress and her leadership team ensure that all staff in the college receive formation in the development of spiritual and liturgical understanding as a staff development priority. The Catholic Life Lunches, during which newly-appointed staff are mentored by the chaplain and experienced colleagues in relation to what the school represents, constitute a significant formative influence in the context of the spiritual formation of staff. There is also a significant degree of collaboration between the Religious Education department and the chaplaincy team, resulting in a vibrant Catholic worshipping community.
- Collective worship is monitored effectively by the leadership team and Heads of Year, in particular at the start of the day. In addition, leaders and managers, including senior leaders and the chaplain, are highly visible as leaders of collective worship within the college, and as such are models of outstanding practice for staff and students.
- Chaplaincy constitutes a significant strength of the college. The abiding presence of the chaplain was affirmed by governors, staff, parents and students. The impact of his presence in the context of promoting and sustaining the distinctive Josephite ethos of the college was affirmed by governors and the leadership team. In addition to the animation of collective worship and retreats, the chaplaincy team play a significant role in encouraging both staff and students to engage in the wide-ranging charitable activities which contribute significantly to the common good, both locally, nationally and internationally. The significant voluntary contributions of staff to the St Joseph's African Aid project represent a genuine commitment to the Church's mission to the poor.

- The chaplain also meets with representatives of the Deanery clergy and is involved in a variety of projects both in a Catholic and an ecumenical context. Collaboration with the Salvation Army in the context of the college's contribution to the local foodbank reflects the college's inclusive approach to the support of the common good. The chaplaincy team also takes responsibility for the induction of Sixth Formers who commit themselves to the running of the Kennedy Club.
- Formation for leadership of collective worship for both staff and students features prominently in the college's strategic plan. In this context the chaplaincy team plays a significant role in garnering support from a wide range of staff for the college's spiritual life programme, representing a significant contribution to the solidarity around the college mission demonstrated by all staff.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well students achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education

- Achievement of pupils at GCSE and GCE A Level is outstanding because they make increasing annual above national average progress when compared to pupils nationally.
- Attainment at GCSE over the last three years has been consistently outstanding placing the school first or second in the diocese and among the top four percent of Catholic schools nationally at both grades A*/A and A*- C. In 2017 73% of students achieved grades A*/A and 99% achieved grades A*- C.
- Attainment at GCE A Level is outstanding with 93% of students gaining grades A*- B and 100% gaining A*- C in 2017, comparable to 2016 results but with a higher value-added measure.
- Students from many different backgrounds join the school from a wide range of schools extending over five dioceses so display a wide range of understanding of Catholic Christianity on entry. Notwithstanding this wide range, college data shows that students make outstanding progress at key stage 3 in Religious Education including those with special educational needs and disabilities and with English as an additional language.

- Students display good, and in most cases, outstanding age-appropriate standards of religious literacy. During the inspection, a student in Year 7 wondered if the apostles could be called 'Christian' before Pentecost while students in key stage 4 reflected upon the cosmological argument for the existence of God and the nature of God in the light of the Incarnation.
- Students display a real determination and commitment to their learning in Religious Education. Almost all are highly focused and attentive to their learning tasks, including those requiring extended individual work, indicating that behaviour for learning is outstanding.

The quality of teaching and assessment in Religious Education

- Lesson observations, including one joint observation, and reviews of student work during the inspection confirm the college judgement that teaching is mostly outstanding and otherwise very seldom less than consistently good. It is highly effective in motivating pupils and ensures that they learn extremely well.
- Teachers communicate high expectations, enthusiasm and passion for Religious Education to their students along with a desire for each student to make great progress and 'be the very best version of themselves'.
- Teachers have excellent subject knowledge and pedagogical skill that enables them to present topics in engaging and accessible ways for each pupil in their class. Lessons are very well structured with tasks appropriate for all pupils to make progress.
- Inspectors observed teachers use an impressive array of teaching methods including individual, pair and group work deployed between a variety of opening and plenary tasks and supported by a wide range of well-chosen print and digital resources, many devised or adapted by college teachers. A wide range of pupil activities including active learning further motivates and engages students.
- Teachers consistently use time effectively and undertake astutely judged interventions as appropriate to maximise learning opportunities. The questioning of pupils to provoke understanding and further reflection is very effective and supports assessment for learning during each lesson.
- Marking and constructive feedback are frequent, supporting students' learning by providing a clear understanding of what is needed to improve. Each unit of teaching concludes with a common assessment task which is marked and moderated to enable the student to appreciate their achievement and areas for improvement and to inform their teacher's future planning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education

- The governors, headteacher and school leaders are committed to Religious Education being at the heart of the school curriculum, providing a rigorous academic discipline while reflecting the Josephite ethos of the school and supporting students as they develop their individual personal values.

- The self-evaluation of Religious Education by leaders and managers reflects rigorous monitoring and evaluation informed by current best practice in Religious Education and in education generally. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education.
- Leadership of Religious Education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning in Religious Education, resulting in teaching that is likely to be outstanding and at least consistently good.
- The leadership of Religious Education inspires confidence and whole-hearted commitment from pupils and colleagues. Subject staff meet regularly and co-operate collegially to promote the highest standards of teaching and learning. Close relations with the Chaplaincy ensures that Religious Education contributes significantly to the spiritual life of the college
- Thus, Religious Education has a very high profile in the life of the school and is actively involved in initiatives within the school, having a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.
- The curriculum in Years 7 and 8 has been designed and developed by the college to meet the needs of students from their wide variety of backgrounds and conforms fully to the Religious Education Curriculum Directory. Josephite spirituality and ethos constitutes one unit in Year 7.
- Years 9-11 are now devoted to preparing for the new AQA/B specification in GCSE Religious Studies with Judaism as the second religion, in line with the requirements of the diocesan bishop. Whereas students formally sat the examination in Y10 and followed a general Religious Education course in Y11, the increased content and challenge prescribed by the DfE criteria document and reflected in the new specification has led the college henceforth to enter students for GCSE Religious Studies in Year 11.
- A popular GCE A Level Religious Studies option and innovative Sixth Form General Religious Education programme which involves Upper Sixth students undertaking supervised teaching in local primary schools completes the timetabled provision. This is complemented by contributing to the school Extension Programme with a unit in Y10 on reconciliation, involving a recent ex-offender and a GP working in prison, and weekly discussion and debate meetings of the Campion Society.
- The subject is well-resourced and occupies a suite of classrooms and a subject resource base centrally located close to the school Chapel and chaplaincy room.
- Curriculum time has been progressively increased in recent years in various ways, including well-designed study days that are carefully evaluated, in order to devote the time needed to cover the Curriculum Directory and meet the requirements of the

Bishops' Conference. Currently curriculum time in Years 7 and 10, and key stage 3 (Years 7 and 8) and GCSE years 9 and 10, amounts to at least 10% and Sixth Form General Religious Education (Years 12-13) exceeds 5%. Further changes are imminently planned that demonstrate a commitment to meet the requirements of the Bishops' Conference in full.

Summary of Inspection Judgements

How effective the College is in providing Catholic Education.



Catholic Life



The extent to which students contribute to and benefit from the Catholic Life of the College.



The quality of provision for the Catholic Life of the College



How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the College.



Collective Worship and Prayer Life



How well students respond to and participate in the Colleges' Collective Worship and Prayer Life.



The quality of provision for Collective Worship and Prayer Life.



How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.



Religious Education



How well students achieve and enjoy their learning in Religious Education.



The quality of teaching and assessment in Religious Education



How well leaders and managers monitor and evaluate the provision for Religious Education

