



Catholic Schools Inspectorate inspection report for **Bishop Douglass Catholic School**

URN: 143082

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 2nd and 3rd February 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- There is a tangible sense of community at Bishop Douglass, evident in the quality of relationships seen across the school.
- Pupils take a leading role in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally, and globally.
- Staff provide the highest levels pastoral care for pupils, and there is an explicit commitment to the most vulnerable.
- In Religious Education, pupils make good progress when measured against the planned curriculum for each year. As a result, pupils including disadvantaged pupils and pupils with SEND, achieve well in all year groups.

- Prayer and liturgy is central to the daily routine of the school.

What the school needs to improve:

- Ensure Leaders and Governors work together in a systematic way in the implementation of new strategies relating to the Catholic Life and Mission of the school.
- Develop staff training opportunities to support pupils to speak fluently and confidently about what they have learned in religious education.
- Further involve pupils in the evaluation and implementation of a greater variety of collective worship across the school.

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 educational mission.

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

2



Pupils understand that at Bishop Douglas, they are called to treat each other with kindness and follow in the footsteps of Jesus. Pupils said they treat each other equally as neighbours. The new mission statement is displayed in all classrooms and areas across the school and is lived out by all. There is a tangible sense of community at Bishop Douglass, evident in the quality of relationships. Pupils spoke about the school going the extra mile in its support for new pupils, 'everyone feels welcome when they come to this school'. Pupils from all cultures and faiths feel valued and welcomed in a spirit of generous hospitality, especially the most vulnerable. Pupils take a leading role in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally, and globally. They support different charities such as CAFOD and Aid to the Church in Need. At Christmas, students put together hampers which they send to the local North London hospice as well as Nazareth House Care home. The school supports a local food bank at St Barnabas Parish through a variety fundraising activities in school. Pupils can clearly articulate the underpinning theology of their actions, 'we undertake charity work to help those less fortunate than ourselves, it reflects the love we have for one another.' Pupils also gladly embrace their personal responsibility to the environment through their stewardship work which includes sustainability projects such as the school vegetable garden and the bees protection project.

Staff provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable. Pupils feel staff are exemplary role models and they can go to them for support or to talk about problems. The school actively seeks to support families in need of additional support both inside and outside of school. The school environment effectively witnesses to its distinctive Catholic identity in the displays seen throughout. The chaplaincy provision is strong in its support of the life and mission of the school. It is evidence of the school's

commitment to the education of the whole person and to helping each person to discover their own vocation. As a consequence, the school provides a range of well-planned and effective opportunities for the spiritual and moral development of pupils and staff. The provision for RSHE meets both statutory and diocesan requirements. Pupils can articulate what they have learned in these lessons and why. Pupils appreciated opportunities to ask questions both publicly and privately in relation to sensitive topics in this area.

Leaders and governors are able to articulate the Church's mission and they ensure that this is at the heart of the school. The development of the Catholic life and mission of the school is viewed as a core leadership responsibility. Policies and procedures demonstrate the Catholic identity and mission of the school. The school has effective strategies for engaging with parents and carers to the benefit of pupils. A weekly newsletter details mission policies, daily celebrations and extra-curricular activities. As a result, parents and carers understand the school's mission and are supportive of it. Many parents commented how their child's faith journey had been supported by the community at Bishop Douglass. One parent said, 'I couldn't have asked for more from Bishop Douglass, it is simply the best school for my daughter'. Leaders and governors witness to the Gospel and to Catholic Social Teaching in their direction of the school. They put into practice the Church's preferential option for the poor by ensuring that resources are used effectively to support those in greatest need. Leaders are committed to supporting staff new to the school. There are effective induction programmes which enable all staff to participate in, and contribute to, the Catholic life and mission of the school. Additionally, all staff are encouraged and supported to undertake appropriate professional development in support of the Catholic life and mission of the school. Leaders and Governors are ambitious for this area of school life and emphasise it as a school priority. However, in the implementation of new strategies relating to the Catholic Life and mission of the school, leaders and Governors should work together in a more systematic way.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

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

2

Provision

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

2

Leadership

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

2



Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Directory*. Pupils make good progress when measured against the planned curriculum for each year. As a result, pupils including disadvantaged pupils and pupils with SEND, achieve well in all year groups. Pupils make good progress when compared with other core curriculum subjects and consistently achieve above the national average for Religious Education GCSE. Pupils enjoy their religious education lessons and are becoming increasingly religiously literate, using key concepts and subject specific vocabulary. For example, in a Year 8 lesson on the Trinity, students were able to use theological terminology and scripture to explore the importance of the fruits of the Holy Spirit for Catholics. In pupils' books there are extended writing tasks, exam questions, artwork and preparation for presentations demonstrating independence and creativity. Pupils engage in lessons and show a readiness to improve their knowledge, understanding and skills. For example, in a Year 11 lesson on Situation Ethics, students were willing to share their responses to a written task and take feedback from their peers to improve their work. This resulted in all students adopting a reflective approach to their own contributions. Pupils do contribute to class discussion and therefore some can speak with confidence about what they have learnt, but opportunities remain to further develop pupil fluency and confidence in what they have learned.

Teachers are becoming increasingly confident in their subject knowledge and have a good understanding of how pupils learn. Teachers' expectations in RE are high and they committed to the value of religious education which they effectively communicate to pupils. The RE department has embedded strategies that allow pupils to plan rigorous answers to assessment questions, which then aids them in preparing for their assessments. Pupils spoke at great length about the level of support given in advance of public exams through model essays and extensive preparatory material. Pupils are provided with consistent and detailed feedback, which supports them in closing

gaps in their understanding. Feedback also indicates next steps required for development and consequently pupils are clear about how to further improve their work. In the best lessons, learning moves at pace and there are opportunities for pupils to be challenged in depth. Teachers provide pupils with opportunities to present their learning in a variety of forms of expressions and meet the differing needs of pupils. For example, in a Year 13 lesson on Meta Ethics students were challenged in a variety of creative ways to respond to the thought-provoking questioning on the subject matter demonstrated by the teacher.

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 resourcing, timetable, staffing and accommodation. Professional development is seen as a key priority for the whole department. The early careers teachers were positive in the support they had received from colleagues at the school. The subject leader has an inspiring vision for religious education and has the high level of expertise required to secure this vision. This is being used to nurture and develop teaching and learning across the whole of the RE department. The subject leader also works widely across the school in order to share his knowledge in other curriculum areas. The RE curriculum is planned to provide sufficient opportunities for learners to make progress sequentially. Consequently, the curriculum meets the needs of pupils across all year groups.

Collective worship

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

Collective worship key judgement grade.....

2

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2



Pupils respond effectively to the daily prayer opportunities at the start of every lesson. There is a reverent atmosphere and students of all faiths and none are respectful of such opportunities. Pupils are aware that prayer is at the heart of this school. Prayers said by students are traditional Catholic prayers but on occasion pupils and staff pray in a more spontaneous manner, which is appreciated by pupils. There is a vibrant pupil Liturgical Prefect Group who meet every half term and help to organise opportunities for collective worship. This is a committed and dedicated team who work well with the chaplain and other key members of staff. Pupils are aware of the connections between prayer and liturgy and their daily life experience and that of the wider life of the school. One pupil commented, 'we all need to experience the love of Jesus through prayer.' Students can see how prayer is linked to action and staff encourage this way of thinking. The Liturgical Prefects are drawn from different faith groups and spoke enthusiastically about fund raising for various charities. One Muslim Prefect stated that 'being a Liturgical Prefect is about helping one another.'

A key strength of Bishop Douglass is the centrality of prayer and liturgy in the daily routine of the school. All lessons begin with a prayer, as do staff meetings. All assemblies have a prayer focus and staff are helpful when assisting students to deliver these. Important opportunities for worship are embedded in the liturgical timetable such as Holocaust Memorial Day and November Remembrance. All students participate in the daily round of prayer. They appreciate the value of prayer and it has a high status with all the Bishop Douglass community. There is also a school prayer which every pupil and staff member can recite by heart. The school has good links with the local parish and Mass is celebrated there throughout the liturgical year. There is a retreat programme which takes place in the parish church for pupils in some year groups which is organised by the chaplain and senior staff. The school has plans to expand the retreat programme more widely across the school. Leaders and staff are committed to ensuring that collective worship is an integral part of the daily student experience, however there is an opportunity to

involve pupils in the evaluation and implementation of a greater variety of collective worship across the school

The school's collective worship policy has ensured that prayer and liturgy are strongly embedded in the life of the school. Leaders understand the need to develop the pupil skillset when it comes to organising prayer and liturgy. As pupils progress through the year groups their understanding of worship develops and matures. There is a well planned timetable of collective worship designed around the liturgical year. The Eucharist is celebrated on Holy Days of Obligation and key feast days and there is a Mass of Welcome at the start of the academic year. The Sacrament of Reconciliation is offered to all pupils during Lent and Advent. Leaders, including the chaplain, have a clear vision of how the school supports the prayer life of staff and pupils. The chaplain commented that the school aims 'to get pupils to value themselves and value each other.' The leadership team strives to provide an experience of worship for pupils which is relevant to their daily lives and embraces the key elements of the Catholic tradition. Collective worship is well resourced and there are numerous displays around the school which support the prayer life of the school community.

Information about the school

Full name of school	Bishop Douglass Catholic School
School unique reference number (URN)	143082
Full postal address of the school	Hamilton Road, East Finchley, London N2 0SQ
School phone number	020 8444 5211
Name of head teacher or principal	Martin Tissot
Chair of governing board	Gerald Murphy
School Website	www.bishopdouglass.barnet.sch.uk
Multi-academy trust or company (if applicable)	Cardinal Hume Academy Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11 to 18
Trustees	John Meadows (Chair of Board of Trustees)
Gender of pupils	Mixed
Date of last denominational inspection	2-3 March 2016
Previous denominational inspection grade	1

The inspection team

Adam Hall	Lead inspector
Paul Higginson	Team inspector
Susan Grace	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