



Cardinal Vaughan Memorial School

URN: 141931

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

17–18 October 2024

Summary of key findings

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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement from the last inspection.

What the school does well

- This outstanding Catholic school is committed to the formation of the human person, as evidenced by the comprehensive enrichment programme that supports the taught curriculum.
- The school's motto, 'to love and serve', is lived out in the lives of pupils and staff.
- The provision for prayer and liturgy for pupils is outstanding.
- Excellent pupil achievement and examination results in religious education.
- The school works hard to create a vibrant community that is authentically Catholic as well as fully inclusive.

What the school needs to improve

- Develop the religious education Key Stage 3 curriculum by reviewing the sequencing of content to ensure that there is clear progression.
- Continue to develop opportunities for students to plan and lead prayer and liturgy.

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

Pupil outcomes

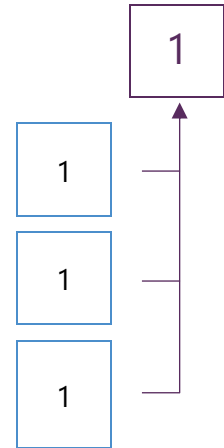
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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



Students experience a rich and well-rounded Catholic education. The exemplary behaviour and attitudes of students demonstrate that they embrace the distinctive Catholic identity of the school. Students want to be at this school and there are high attendance rates across all year groups. Students take a leading role in putting the school's motto, 'love and serve' into action responding to those in need locally, nationally and globally; an example of which is the Christmas Gift Appeal for the Catholic Children's Society. There is a vibrant culture of taking responsibility for others as demonstrated by the involvement of sixth form students with local food banks and supporting younger students as subject ambassadors. Students show profound respect for other and self. In an assembly with a focus on Black History Month, a student spoke about the importance of equality making links to the teaching in Genesis that 'we are all created in the image and likeness of God'. One parent stated, 'The school's Catholic life is of the highest quality and I am grateful and blessed that my son goes to this school.'

The mission statement, 'the formation of the whole person: intellect, heart, will, character and soul' is used to excellent effect in ensuring that students, staff and parents are clear about the Catholic identity of the school. The charisma of St John Southworth is also used to support the school's sense of itself as a community in particular through staff training. The school is rightly proud of its recent success in achieving the Special Educational Needs and Disability Inclusion Award. This award recognised the inclusive culture and ethos of the school in supporting all pupils, and especially pupils with SEND. Catholic social teaching is taken seriously at the school, and this is evident in the curriculum audit which shows how different subject areas engage pupils in making links and seeing the purpose of learning. Pastoral care of students is a particular strength of the school. Staff are highly committed to the Catholic mission and act as role models in the love and care they provide. The provision for relationships, sex and health education is very well planned in promoting a holistic vision of the human person. It meets diocesan requirements and is rooted in Church teaching.

Leaders and governors have an excellent grasp of what it means to be a Catholic school in the context of life in modern Britain. They have a very strong engagement with the diocese which results in strong support for other schools in the trust. The head teacher highly values the traditions of the school and how these can support the Catholic life and mission. The leadership has effectively positioned the school as outward facing; seeing how it can serve others more widely and thus in turn enrich the school. Being part of a Catholic multi-academy trust has had a very good impact on the Catholic life and mission of this school. The trust has made this a priority area and has resourced this by the appointment of staff to support the sharing of good practice. Staff go the extra mile in supporting pupils especially those with special educational needs and/or disabilities. A member of staff affirmed that 'Catholic social teaching informs everything we do. As a Catholic my faith has grown so much since I began teaching here'. Governors are very effective in acting as critical friends to the school in further developing the Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

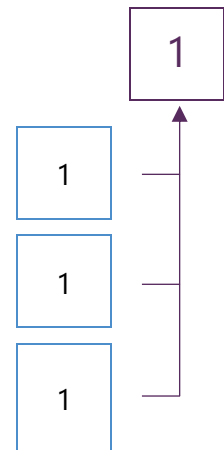
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Students at this school leave with excellent examination results in Religious Studies. Outcomes are consistently high and exceed other core subjects. This is a testament to the high-quality teaching and learning. GCSE and A level performance demonstrates student interest and motivation to succeed. Students develop excellent knowledge, understanding and skills that enable them to be religiously literate. Excellent progress is evidenced through mid-term and end of term assessments. Students are fluent and confident speakers who rise to the challenge of open questions. In a lesson on Jewish beliefs about the afterlife students responded very well by engaging in a thoughtful discussion. Students are skilled in assessing their own learning and taking the next steps in learning through the 'Now do this' marking approach. Achievement is recognised and directed towards further progress. At GCSE, students have a good understanding of how to assess their work. The 'walking talking mocks' have been particularly effective in helping students to understand exactly how to answer exam style questions and keep to timings. Excellent knowledge, understanding and evaluation are evident through their written work and students can make relevant links to scripture to support their arguments. Students enjoy their RE lessons, and their behaviour and attitude to learning is exemplary.

Teachers of religious education exemplify a profound commitment to the teaching of their subject and have high expectations of themselves, which is clearly transmitted to both colleagues and students. Teacher subject knowledge and understanding is very strong. In an A level lesson on Process Theology, the high quality of teacher explanation enabled students to develop sophisticated reflections on the nature of God. Expectations of behaviour, attitude and application to RE are consistently embedded and evidenced through assessment, learning and outcomes. Lessons are sequentially planned allowing students to consolidate, extend and challenge. A particular strength of the RE department is teachers' ability to question and challenge students so that learning is maximised. In a lesson on the Jewish marriage ceremony, the teacher demonstrated high levels of

subject knowledge that facilitated higher order questioning which in turn led to positive student engagement. In a lesson on moral responsibility with lower sixth students, the teacher created a climate in which students were able to confidently express their thoughts and extend their thinking. Regular high-quality teacher marking consists of affirmation and next steps. Students with SEND are given appropriate adjustments, and support is given through the use of laptops and learning support assistants.

The head of religious education has a clear vision for the department based on a wholistic understanding of Catholic education, focused on 'enjoy, engage and excel'. The team is highly collegial; there is a strong culture of sharing good practice. The leadership team provides excellent support for the RE department. Senior leaders have a very good understanding of what excellent teaching and learning looks like and as a result are able to offer precise support to the teachers in helping them improve their practice. Fastidious monitoring has enhanced the quality of teaching and learning to enable students to flourish. The commitment to professional development is strong; teachers are supported to develop their pedagogy and subject knowledge. The Key Stage 3 religious education curriculum needs further development to ensure that there is clear progression. In line with the current *Religious Education Directory*, the department have used a variety of pedagogical approaches to engage students to participate and fulfil tasks relating to 'discern, respond and understand'. The religious education department provides a wide range of enrichment activities to support learning, such as, the A level Theology masterclasses. The use of self-evaluation is very strong, a sign that this is a very well led department supported very well by senior leaders and governors.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

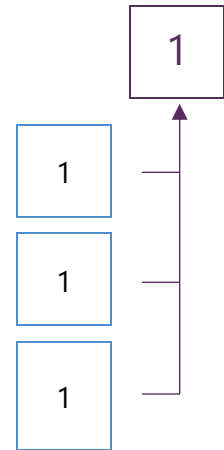
How well pupils participate in and respond to the school’s collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Students respond very well to the opportunities of prayer and liturgy that the school provides. They demonstrate this through the quality of prayerful silence and their strong response to prayer. The communal recitation of prayers is a strength of the school, as seen in form time prayer. In a year group Mass, the choir supported the liturgy, and students demonstrated their engagement by joining in the singing. There are high levels of student engagement with various liturgical ministries, and the student worship reps take a leading role in the organisation of form time prayer. Students are very appreciative of the retreat programme that supports their spiritual development: one student stated that ‘the retreats help me to deepen my relationship with God’. Students also speak very highly of their experience of the daily examen; after lunch, there is a time of reflection, which has become a meaningful part of the school day. Students value the recent changes to the assembly programme that now means greater involvement for them in terms of planning and leading. Students are able to make connections between prayer and the challenges of Christian living; the impact of this is seen in the action that students carry out to support those in need.

The school offers an outstanding programme of carefully planned prayer and liturgy. Mass is a central feature of the school: there are usually three Masses a week and the Sacrament of Reconciliation is regularly available for students. A strength of the school is that it provides a comprehensive retreat programme for students. Well-chosen scripture passages that are informed by the liturgical season form the heart of prayer and liturgy. The head teacher’s weekly reflection video on the previous Sunday Gospel reading, which is viewed and discussed by all form classes makes a significant contribution to the prayer life of the school. There is a naturally embedded daily pattern of prayer that faithfully reflects the rhythm of the prayer life of the Church, and there is a creative balance between routine and innovative times of prayer. However, opportunities for students to plan and lead prayer and liturgy need to be developed further. Experienced staff effectively role model exemplary practice

to colleagues and students. A member of staff explained that making the sign of the cross at the beginning and end of each lesson allows students to, "offer up each lesson to God." A strength of the school is that it has several choirs, including the renowned Schola Cantorum, that make a significant contribution to the liturgical life of the school.

Leaders have a very well-developed understanding of the importance of prayer and liturgy and have consistently given this aspect of the school's life the priority that it needs. The centrality of giving students a regular experience of Mass is evidence of this. The support the school receives from the local clergy is very strong. The priest chaplain makes a significant contribution to the prayer life of the school. There is a clear, well thought through programme for prayer and liturgy that links to the Church's liturgical calendar as well as the themes of Catholic social teaching. There are high levels of collegiality between staff in the planning and preparation of the liturgies. Staff are regularly supported in developing their roles as leaders of prayer, appropriate to their position; for example relevant staff have attended diocesan and trust training on prayer and liturgy. Worship reps for each form class help support the prayer life of the school. There is a strong culture of review and evaluation of prayer and liturgy. Masses, assemblies and liturgies are observed, and staff are given feedback, demonstrating the priority given to this aspect of the school's life.

Information about the school

Full name of school	Cardinal Vaughan Memorial School
School unique reference number (URN)	141931
School DfE Number (LAESTAB)	2075402
Full postal address of the school	Cardinal Vaughan Memorial School, 89 Addison Road, London, W14 8BZ
School phone number	002076038478
Headteacher	Paul Stubbings
Chair of governors	Kate Griffin
School Website	http://www.cvms.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Saint John Southworth Catholic Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Boys with mixed VI Form
Date of last denominational inspection	February 2018
Previous denominational inspection grade	Outstanding

The inspection team

Matthew Dell	Lead
Brian Finnegan	Team
Elaine Warnett	Team

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