



ARCHDIOCESE OF LIVERPOOL

DENOMINATIONAL INSPECTION REPORT

CARMEL COLLEGE

ST HELENS

Inspection Date: Wednesday 26 February 2020
Inspectors: Rev Paul Mannings and Mrs Rita Price

Type of College: Catholic Sixth Form, mixed

Age range of students: 16- 19

Number on roll: 1,735

Chair of Governors: Rev Paul Rooney

Principal: Mr Mike Hill

College address: Prescott Road,
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Introduction

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 806) and for the governors of the college.

The inspectors are members of the Archdiocese of Liverpool Christian Education Team and their associates approved by the Archbishop of Liverpool for this purpose.

Context

- Carmel is a Catholic Sixth Form College (16-19) under the trusteeship of the Archdiocese of Liverpool and situated within the St Helens Education Authority.
- There are 1,735 students on roll of whom 39% are baptised Catholics, with 28% from other Christian denominations, 3% from other world faith or religious traditions and 30% who express no religious affiliation.
- The college currently draws 39% of its students from Catholic schools across the Archdiocese, with the further 61% drawn from schools in the regional state sector.
- The college has 104 teaching staff, 31% of whom are Catholic.
- The Philosophy and Religion Department has three members of staff: one full time member and two part-time. All are qualified in Religious Education.
- The General Religious Education Department, under the titular of (John) 10:10, has 7 members of staff (4 part-time; 3 full-time), 5 of whom also teach other subject specialisms. Five members of staff are qualified in Religious Education, one being the college Chaplain and one other, a practising Christian.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

Carmel College is outstanding in its provision of Catholic Education.

CATHOLIC LIFE

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

- Students' participation in Catholic Life and Mission is outstanding. They benefit immensely from inclusivity which crosses the boundaries of faith, religion and world views. All are invited to belong, own and share the mission.
- *Student Focus groups, Student Voice* and college ambassadors ensure maximum involvement in reviewing and where necessary further enriching Catholic Life.
- Students have confidence because they are encouraged to develop personal potential and appreciation of self-worth. They provide each other with mutual support and encouragement.
- Students invest in community through wide-ranging fundraising and by their sheer enthusiasm to give time to those in need. They cite chaplaincy as the key motivator to their facilitation of effective links between homes, parishes and college.
- They are loyal to and proud of their college because of its strong pastoral care and guidance that emphasises all are made in the image and likeness of God.
- Relationships and Sex Education provides students with the understanding of loving and respectful relationships thoroughly rooted in Church Teaching.
- Students understand how the whole curriculum package contributes to their holistic development.
- They articulate how the traditions of the college ensures it remains at the forefront of wider diocesan involvement with other schools, colleges, Hope University and the Archdiocesan Synod.

The quality of provision for the Catholic Life of the college

- There is outstanding provision for Catholic Life.
- The college mission statement has been best expressed as a way of life that directs how the community lives, works and learns 'within a caring Christian environment.'
- College staff strive to live the highest ideals of Christian community life through their participation in college activities, in its prayer life and by regular attendance at continued professional development.
- During inspection, staff described their college as a joyful community because of its sense and practice of family care demonstrated by quality pastoral support and rapport.
- Mission and identity are well expressed throughout the campus by the care taken to create an ambience of peace and purpose. The chapel is an oasis of beauty and so conducive to prayer and personal space.
- Staff readily connect their own curriculum expertise to the living of Catholic Life and to the continued development of spiritual and moral development. All of these aspects are well expressed within and indeed lived out as a consequence of the specific guidelines expressed in *Spirit of Carmel – Vision, Values and Philosophy*. This document alongside the internal

periodicals *Carmel Sparkle*, and *Student Voice* together provide practical direction for the how and why of living Catholic Life.

- Chaplaincy provision is exemplary because it is vocational, practical and totally shared.
- Relationships and Sex Education is carefully delivered through a holistic exposition of attitudes and values, personal and social skills.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the college

- The principal, governors and senior leadership are exemplary in their promotion, monitoring and evaluation of Catholic Life. At the core, is their commitment to servant leadership, a fact realised and appreciated by staff and students.
- Their combined faith and professional expertise are reflected in the college's synopsis of strengths and targeted areas for action, which inform departmental development plans. Regular monitoring is provided through pastoral and academic College Self-Assessment Review.
- The provision of regular continued professional development includes collaboration with professional partnerships. The fulfilment of the mission statement is the driving aim. There was a recent review of mission conducted in partnership with another Catholic sixth form college within the Archdiocese, and Hope University, which provides generous support of the college particularly through participation in governance.
- The college is ever mindful of the wide catchment of its students and so carefully endeavours, with ongoing chaplaincy support, to link with homes and parishes using every possible means. Its website communications are alive with notice of events and calls for participation.
- The college is proactive in its support of Archdiocesan policy and guidance for its family of schools. The Principal personally provides governance and strategic assistance for schools, together with advisory guidance for sixth forms.

RELIGIOUS EDUCATION

How well students achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good. There are outstanding features, which include high levels of participation and progress made by students at 10:10 Foundation Level, together with wholesale monitoring of students' progress.
- General Religious Education 10:10 students make good rates of progress overall, which are comparable with performance in other subjects.
- The Advanced Level Performance System (ALPS) indicates consistently good or better progress over the last five years and continues to improve.
- Structured differentiation ensures that progress measures take account of students' prior attainment and experiences whether at GCSE or alternative study pathways, in both the Catholic and state sector.
- Interviews conducted with students on the day of inspection together with evidence gained from *Student Voice* shows their high regard for Religious Education. They are encouraged to reflect spiritually and to develop confidence in thinking ethically and theologically. Consequently, they are enabled to apply its relevance to their everyday lives.
- During lessons there is exemplary behaviour. Most students are highly motivated. They are confident in discussing their progress and the identified routes for their continued

improvement. There is abundant sense of purpose and the desire to make progress. This is because students enjoy and respond to a consistent rate of challenge.

The quality of teaching, learning and assessment in Religious Education

- On the day of inspection teaching and learning was outstanding overall.
- The process for assessment is outstanding.
- Continued improvements in these areas are making a positive impact upon students' achievement.
- Teachers planning, creativity, timing and delivery takes account of all prior learning and current progress.
- Teachers have high levels of confidence because of their professional expertise and the ability to work according to their own particular strengths.
- Their strategies include appropriate recourse to students personal and collaborative learning. Teachers monitoring of progress ensures their students stay on task. Learning support assistants are well skilled and efficiently deployed.
- Students are encouraged to share their findings and to ask questions. They are well adept at supporting each other. Indeed, students and teachers provide high quality feedback that launches progress toward the next level.
- Teachers are skilled in providing both encouragement and the highest expectations, to which students readily respond.
- Purposeful challenge in lessons is increasingly enriched by the dual process for formative and summative assessment. Students are provided with detailed diagnostic commentary. They are encouraged at all stages to be partners in their learning and to collaborate in the setting of personal targets. Where appropriate there are planned strategies for intervention hereto in collaboration with students.

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

- Leaders, governors, line and departmental managers are good in promoting and monitoring the provision for Religious Education. They are outstanding in their evaluation of and strategies in place for continued improvement duly recorded in the Synopsis for Religious Education and the College Self- Assessment Review.
- The Chair of Governors and Principal have a clear understanding of the rightful place of Religious Education at the core of Catholic Education.
- Departmental and contributing staff share this commitment through their own professionalism and sheer hard work.
- Advanced Level Religious Studies is well subscribed and the revised linear specification fully operational and supported by generous curriculum time provision.
- The 10:10 Programme for General Religious Education is both innovative and entirely relevant to college Catholic Life. It is delivered through a thematic approach shared amongst Religious Education staff and personal achievement tutors. The programme is undertaken by all students. There is the required 5% allocation of one lesson each week. The Religious Education content is highly stimulating and relevant, a fact endorsed by students. The content structure continues to develop well in ensuring that the second fortnightly lesson is clearly rooted in Religious Education so making the programme fully compliant with the Bishops of England and Wales Religious Education Curriculum Directory.

- The head of Philosophy and Religion, and the Head of 10:10 provide good and better leadership of their departments. They have meticulous processes for assessment. Members of staff are able to thrive and work as a team because they are well supported by continued professional development.

COLLECTIVE WORSHIP

How well students respond to and participate in the school's Collective Worship

- The students' responses to and participation in Collective Worship is outstanding.
- They are inspired by the content which enables abundant time for personal reflection. Students feel that its strongest quality of Collective Worship is its impetus on challenging them to make a positive difference for the needs of others.
- Students readily respond to the invitation to take part and to lead acts of worship with joy and inspiration, two factors which were evident on the day of inspection.
- They understand the unfolding of the Liturgical Year due to the explicit weekly themes and the voluntary masses and services celebrated in the Chapel.
- Students are confident that Collective Worship is inclusive. Other world faiths, religions, life-choices and views are presented and celebrated as appropriate.
- They are aware of how the variety of prayer spaces within the campus help them realise the very nature and variety of Collective Worship.
- Students are confident in expressing their religious beliefs and world views amongst staff and peers.
- When asked about how Collective Worship contributes to their spiritual and moral development, students responded that it causes them to stop, think and take stock of what they have; and to consider how to make maximum impact by their lives in college and at home.

The quality of Collective Worship provided by the college

- The quality of Collective Worship is outstanding.
- Staff and students have daily time to pray and reflect together.
- Masses and services take place as appropriate throughout the Liturgical Year.
- There are quality resources shared with staff each week. The chosen themes relate clearly to the liturgical seasons and to other world faiths, religions and world views.
- The process in place for planning, resourcing and evaluating also ensures that Collective Worship has prominence as an essential part of Catholic Life. This results in acts of worship that are inclusive and meaningful for the whole community.
- There is a package of training for new staff. There is appropriate training for the whole staff so that best practice can be shared.
- Provision of Collective Worship ensures that staff are skilled and confident in helping students to plan meaningful worship.
- The Chapel is well used for public and private prayer.
- There are occasions when guest speakers are invited to lead worship. These include representatives from other Christian denominations and agencies.
- There is sensitive provision for worship for the needs of others.
- Collective Worship is planned and delivered extremely well. This ensures the community knows about the relevance and importance of shared and private prayer, worship and reflection in their lives, both within and beyond the campus.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Through their own commitment to and participation in Collective Worship they have a sound knowledge and understanding of why it is pivotal in supporting Catholic Life.
- There is high quality and enthusiastic coordination of planning, development and resourcing which celebrates best practice and identifies areas for improvement.
- There is a concise and practical policy document. The college is faithful to the document's aims, principles and organisation.
- This is evident in the weekly structure of Collective Worship that enables the community to prepare, gather, listen, respond and go forth – the five daily landmarks that enable students and staff to appreciate the facets of Collective Worship and how it can become prayer through action.
- There is a quality process for monitoring and evaluation which is reported to leaders and governors through the College Self-Assessment Review.
- The college's promotion of Collective Worship is evident within the wider Archdiocese, especially through its commitment to events toward Synod 2020.
- A particular evaluative strength is the process for encouraging *Student Voice* to express their feelings about the quality of Collective Worship and to participate in addressing improvement or providing further enrichment.

What the college needs to do to improve further

Continue to maintain and improve the college's highest standards for Catholic Life, Religious Education and Collective Worship by:

- Ensuring the process for College Self-assessment and Review remains pivotal to ongoing development.

Further enrich the successful development of 10:10 General Religious Education by:

- Continuing to develop the emphasis on Religious Education in the second fortnightly lesson;
- Undertaking an audit to identify and ensure breadth and full coverage of content relating to Catholic Social Justice;
- Submitting the revised programme for Archdiocesan verification.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the college in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which students contribute to and benefit from the Catholic Life of the college	1
The quality of provision for the Catholic Life of the college	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the college	1

RELIGIOUS EDUCATION

How well students achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well students respond to and participate in the college's Collective Worship	1
The quality of Collective Worship provided by the college	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate