



Cardinal Langley Roman Catholic High School

URN: 105844

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

14–15 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Collective worship (p.7)

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

2

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 in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with all additional requirements of the diocesan bishop.
- The school has fully responded to all previously identified areas for improvement.

What the school does well

- The school has an exceptionally strong Catholic ethos and a charism which is faithful to the history and tradition of the school.
- The school cares deeply for individual students particularly the most vulnerable.
- The school is both outward-facing and welcoming, providing support for all stakeholders and partners.
- Students at the school take their leadership responsibilities seriously and their response to Catholic Social teaching is evident through their exceptional charitable works.
- Leaders at all levels have placed the continued growth of the Catholic life of the school at the heart of their development work.

What the school needs to improve

- Ensure that in religious education there is a greater consistency in delivery and outcomes so that all students can achieve their maximum potential
- Allow greater opportunities for students to create, deliver and evaluate prayer and liturgy through form times and assemblies.
- Ensure the chaplaincy provision is further developed to be both broad and varied so that it meets the needs of all students and staff.

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

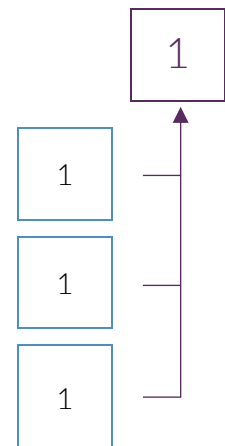
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at Cardinal Langley fully embrace the Catholic and associated Lasallian mission of the school. They participate willingly with all that their school has to offer. They behave appropriately in class and around the school, treating one another and staff respectfully. They told inspectors that they know how much their teachers care about them, and that they care about each other as a result. Students understand the charism of the school and they are proud of its identity. Students spoke beautifully about how much they appreciated the opportunities afforded them, the trip to Rome being a particular highlight for many. Students' commitment to fundraising is impressive and they are creative and inspirational in their efforts to ensure that they respond to the demands of Catholic social teaching. Collections of Advent calendars, Easter eggs, Christmas hampers and donations for the local foodbank happen annually. The 'Genesis' groups in school take the lead in this work with strong support from staff. The school has a developing focus on cultural diversity and the annual All Nations Day, celebrating the school's diverse culture, is led by sixth form students. As students mature they are encouraged to take on more leadership roles and they take this responsibility seriously.

The mission of the school is clearly articulated, and staff know what their responsibility is to enact this in their work. The amount of extra-curricular opportunities that staff offer to all students, especially those with special educational needs and/or disabilities, is impressive and the sense of community in the school is palpable. Relationships between staff and students are a significant strength, students trust their teachers and appreciate all that they do for them. Staff ensure that students have agency in school and students feel that they are listened to. Pastoral care in the school is strong with clear and effective systems and structures that ensure the most vulnerable are offered the highest levels of care. Chaplaincy provision in the school is growing.

All students in Year 7 experience a day retreat and others have opportunities to experience residential retreats. The school, with the support of the De La Salle Brothers, ensure that funding is available for students, especially the more vulnerable, to participate in events such as Flame and trips to Rome. RSE is well planned and delivered by form tutors who are supported with resources and training.

Leaders and governors have placed Catholic life and the Lasallian charism at the heart of the school. The school is outward-facing and embraces opportunities to support other schools. The school encourages staff to participate in diocesan initiatives and events. The local 'Emmaus Federation' of schools, which includes the schools' partner primary schools, supports strong partnerships. Local clergy are involved in the school and there is a strong partnership with the Daughters of Divine Charity. Parents are highly supportive of the ethos, one parent told inspectors, 'The whole ethos of the school is one of nurture and care and the Catholic values are evident in every aspect of school life'. School leaders demonstrate exemplary commitment, providing high-quality training opportunities to grow and develop the Catholic life of the school. Staff appreciate this and the development of the 'HEART' curriculum is excellent practice. Staff told inspectors that, 'Our school is a very special place. It is a home where the welcome and love for all in our community is felt every day.' Leaders ensure that staff are well looked after and induction to school is strong. New teachers to the profession spoke confidently about this and another member of staff told inspectors that working at Cardinal Langley had, 'changed her life' for the better.'

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

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

1

2

Students at Cardinal Langley enjoy religious education and are developing a good understanding of the *Religious Education Directory* which has been implemented fully in Key Stage 3. The curriculum is well-planned and students are benefitting from a range of resources. Students in both Key Stage 4 and 5 demonstrate good levels of religious literacy and are being taught to, 'think like a theologian'. In the best lessons students can speak confidently about what they are learning and can produce work of a good quality and there are early indicators that the consistency of this is improving. Over time students make good progress and achieve well. Attainment is broadly in line with other core curriculum areas. All students in the sixth form enjoy an innovative Core RE programme which is challenging their thinking and encouraging them to consider their own and others' worldview, lessons in the sixth form were observed in which students were deeply engaged and demonstrated good levels of understanding of some complex concepts.

Teachers in the religious education department at Cardinal Langley are committed to their subject and to fostering a deep appreciation of the subject with the students that they teach. The school piloted the new *Directory* and as a result have well-planned resources that are regularly reviewed to ensure they meet the needs of the students in the school. The subject knowledge of teachers who are delivering GCSE and A level is strong, and this is benefitting the students in the school. Students in Year 11 and Year 13 recognise how committed their teachers are to ensuring they make the best progress possible. Where effective use of questioning and modelling in lessons was used it was seen to support students' learning and development and in these lessons students made good progress. Teachers in the department use the school reward system to good effect regularly celebrating the work of students and ensuring that they particularly focus on engaging learners of all abilities. Furthermore, staff demonstrate high levels

of engagement with the broader Catholic life of the school, actively participating in liturgical events and acting as role models for students through their personal commitment to Catholic values and practices.

The school have shown a high level of commitment to religious education, having led on the implementation of the *Directory* at diocesan and national level. Senior leaders place religious education at the core of the curriculum and have invested appropriately to enhance both the environment and the teaching team. The school gives the professional learning of the staff a high priority and encourages staff to take responsibility for their own development. Staff appreciate the time that is given to them for this work. The subject leader has an inspiring and compelling vision for the department and supported by her team demonstrates excellent capacity to take the subject forward. The team are ambitious for the students in the school and are determined in their quest to continually improve the work that they are leading. Whilst they are at the early stages of this journey, their resilience and tenacity is to be commended. They are continually seeking further opportunities to enhance the curriculum and are working closely with the chaplaincy team to link these two areas of school even further. Leaders prioritise the needs of students in all aspects with effective support provided for the most vulnerable.

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

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

1

2

Across the school there are identified student leadership groups, the 'Genesis groups', that are part of the school chaplaincy team. Students in these groups take an active lead in the delivery of key liturgical celebrations at times such as Advent, Lent, Founders Day and the Mass to mark the end of the school year. Students are keen to develop this even further and are working with the chaplaincy team to achieve this. The students in these groups appreciate the chance that they are given to lead prayer and liturgy using their skills and talents to help create meaningful services. During form time and in assemblies, participation is respectful and students in all year groups join in community prayers at the start of the day. Where form teachers gave students the opportunity for deeper reflection, students responded well. Students were able to talk confidently about the recent Remembrance Day service, which was a whole school event, and Year 7 students had been prepared well for the start of year Mass using a range of creative resources that had been used to good effect to create a strong start to their lives at Cardinal Langley.

Prayer routines are embedded in the school and resources are provided for form teachers to pray with their forms. There is a planned weekly theme that is shared with form tutors and year tutors start their assemblies with a prayer each week. Scripture is used in the key liturgical celebrations during Advent and Lent. Broadly speaking, staff are confident in leading prayer with their forms; the school have recognised the need for all staff to be supported further to ensure a greater variety of prayer is used across all key stages and training has been provided to facilitate this process. In whole school celebrations, music and art feature and the staff from these departments are part of the school's chaplaincy group. The school has a large chapel that is used daily for assemblies and there is a developing use of this as a sacred space at other times also. An example of this would be the chaplain working with Year 9 students on the use of the

rosary. Prayers are shared with parents and they appreciate the spiritual contributions that the school makes for the development of their children's faith. The school works well with local clergy and a parish priest is a regular visitor to school and sits on the school Governing Board.

Leaders and governors at Cardinal Langley Catholic High School show strong commitment to collective worship, ensuring it is integral to the school's Catholic life. They have developed a clear, regularly reviewed policy for collective worship, with provision planned throughout the year. Key events include Mass on Founder's Day, a welcome Mass for new students, and the Year 11 Leavers' Eucharist, all fostering a deep sense of Catholic community. The school collaborates with local parishes and the Daughters of Divine Charity to deliver the Confirmation programme, with high student participation. New staff are warmly welcomed through a thorough induction programme, including the presentation of a Bible to emphasise the importance of faith in their work. Regular training sessions further support staff in developing their spiritual growth. Staff and governors have expressed how much they value these opportunities for faith development. Leaders have prioritised collective worship by allocating resources in both budget and staffing to ensure it has a central role in school life. This reflects the school's ongoing commitment to fostering the spiritual growth of all students and staff, ensuring collective worship can be a meaningful and formative experience for the entire school community.

Information about the school

Full name of school	Cardinal Langley Roman Catholic High School
School unique reference number (URN)	105844
School DfE Number (LAESTAB)	3544611
Full postal address of the school	Cardinal Langley Roman Catholic High School, Rochdale Road, Middleton, Manchester, M24 2GL
School phone number	001616434009
Headteacher	Andrew Bridson
Chair of governors	Bernard McAnenny
School Website	https://www.clrchs.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	28 March 2017
Previous denominational inspection grade	Outstanding

The inspection team

Andrea O'Callaghan	Lead
Mike Wright	Team
Helen Hall	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