

# Inspection of Cardinal Wiseman Catholic School

Potters Green Road, Coventry, West Midlands CV2 2AJ

---

Inspection dates: 30 November and 1 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Cardinal Wiseman Catholic School is a happy place to be, where pupils behave well, achieve well and enjoy learning. Pupils enjoy positive relationships with caring staff. Leaders set high expectations and pupils rise to them.

Pupils are safe and they feel safe here. They know that there is always an adult they can speak to if they need help. They say that bullying does not happen often, but if it does, staff sort it out quickly. The school has achieved an award for its work to keep pupils safe online.

The school welcomes all pupils. The Catholic life of the school ensures that pupils understand how to treat others with respect and fairness. All faiths and cultures are celebrated. Pupils play a key part in this. Members of the school council present assemblies about important themes in society, such as the 'Black Lives Matter' campaign.

Leaders are proud of the school's commitment to inclusion for all, which is reflected in their status as a 'School of Sanctuary'. Pupils are welcomed here from all over the world. Pupils succeed in gaining the confidence and qualifications that will take them onto their next destination, including university.

## **What does the school do well and what does it need to do better?**

Cardinal Wiseman Catholic School has been transformed since the last inspection. Senior leaders have established an ambitious, knowledge-rich curriculum. Leaders want pupils to experience the very best knowledge in each subject. This includes reading challenging texts, such as the works of Homer in English and the philosophical thoughts of Aquinas in religious studies.

Curriculum plans are well structured to support pupils' learning in most subjects. Subject leaders and teachers are passionate about their subject. This enthuses pupils. In lessons, teachers return to previous topics to check pupils' learning. Pupils say that this helps them to remember more. Pupils achieve well in these subjects. In a small number of subjects, this is not yet the case. Leaders have plans in place to address this. The curriculum has recently been revised to encourage more pupils to study an even wider range of subjects.

Teachers receive high-quality support and training to develop their practice. Leaders make sure that any new approaches are informed by relevant research. Teachers often share successful strategies and visit other schools to find new ways to meet the needs of their pupils. Teachers feel well supported by leaders to manage their workload.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum with support from well-trained staff. Leaders have ensured that all staff

receive the training they need to support pupils' individual needs, including targeted teaching to address gaps in pupils' reading and mathematics skills. As a result, pupils with SEND make strong progress.

Leaders prioritise support for pupils' mental health and well-being. This is because some pupils were anxious about returning to school following absences due to COVID-19. They took time to adjust to school routines. Leaders have put in place effective routines and clear expectations of behaviour. Pupils have responded well to these. They behave well around school and in lessons. They are respectful and polite to others. A small number of pupils struggle to meet these high expectations. Knowledgeable staff provide comprehensive support to help pupils improve their behaviour or attendance. Staff support pupils well to make sure they come to school on time and work hard. Despite this, a small number of pupils are still absent from school too often.

Students in the sixth form enjoy stimulating lessons in a range of subjects, including A level and vocational courses. Leaders revise the courses offered in response to students' interests and local employment opportunities. The sixth form is open and accessible to all. Almost all students go on to university or apprenticeships. The foundation curriculum prepares students well for their next steps. Careers advice and guidance is comprehensive. Pupils benefit from work experience placements. During the pandemic, this was completed remotely.

The Catholic faith underpins the school's support for pupils' personal development. Pupils can visit the chapel at breaks and lunchtimes to contemplate and reflect. The 'pupil passport' encourages all pupils to take part in enriching activities, such as sports clubs or performing arts. Staff run popular clubs, including Ye Olde History Club and Latin for Life. Activities like 'guardian ballers' teach pupils confidence and life skills alongside basketball skills. Staff encourage reluctant pupils to take part. Pupils who would most benefit do not always take up the opportunities offered to them.

Members of the local academy committee (LAC) know the school well. They support leaders and hold them to account for their decisions. They challenge leaders to ensure that any new initiatives are in the best interests of pupils. Leaders from the Romero multi academy company (MAC) have provided effective support to help the school improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained in all aspects of safeguarding, including any new risks in the area. Leaders work closely with the police and other agencies to ensure that pupils are safe in school, regardless of any risks pupils may face outside school.

All staff know that safeguarding is everyone's responsibility. They report any concerns about pupils promptly. Safeguarding staff follow up on these concerns and

address them quickly. Leaders are not afraid to challenge others, including those in authority and external partners, to keep pupils safe.

Leaders ensure that recruitment checks are completed rigorously when they appoint new staff.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum is not sufficiently well planned and sequenced in a few subjects. However, leaders have already taken action to plan next year's curriculum and to train staff in how to deliver it. For this reason, the transitional arrangements have been applied.
- Despite encouragement, not all pupils take up the enrichment opportunities on offer. For disadvantaged pupils, this means that they miss out on experiences that could help them to overcome their disadvantages. Leaders should try to ensure that more pupils, particularly disadvantaged pupils, take part in activities that will support their personal development, broaden their horizons and develop the confidence they need to succeed in life.
- A small number of pupils still miss too much school. This affects their learning. Leaders should review the support and challenge provided to families to ensure that the attendance of this small group of pupils continues to improve.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141992
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10205976
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1365
<b>Of which, number on roll in the sixth form</b>	200
<b>Appropriate authority</b>	Board of directors
<b>Chair of multi-academy company</b>	Brendan Fawcett
<b>Principal</b>	Matthew Everett
<b>Website</b>	<a href="http://www.cardinalwiseman.coventry.sch.uk">www.cardinalwiseman.coventry.sch.uk</a>
<b>Date of previous inspection</b>	9 April 2019, under section 8 of the Education Act 2005

## Information about this school

- The principal took up the post in February 2021. The vice principal and several other members of the senior leadership team are relatively new to their posts.
- The current local academy committee, which was established in 2019, took over from a school improvement board which was established by the Romero MAC following the school's previous inspection.
- The school uses seven unregistered alternative providers and one registered alternative provider.
- Under Section 48 of the Education Act 2005, the school is subject to inspections of the quality of the Catholic Life, Religious Education and Collective Worship. The school's last section 48 inspection took place on 20 November 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Before the inspection, the lead inspector reviewed published information about the school, including previous inspection reports.
- The lead inspector also assessed information on the school's website relating to statutory policies, curriculum plans and the ethos of the school.
- During the inspection, the lead inspector met with the principal and other senior leaders; the Catholic senior executive leader of the Romero MAC; the deputy director of the Birmingham Diocesan Education Service; the chair and other members of the local academy committee (LAC).
- The lead inspector read the school's evaluation document, the school improvement plan and the minutes of three meetings of the LAC.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to subject leaders, reviewed plans and visited lessons for some other subjects.
- Inspectors spoke to pupils at break and lunchtime about behaviour and safeguarding and observed school routines at the start and end of the day.
- Inspectors held meetings with school leaders about behaviour, attendance, exclusions, SEND, additional funding and the use of alternative provision.
- Inspectors visited tutor lessons and checked procedures for registration and recording pupils who arrive late to school.
- An inspector met with the SEN coordinator to discuss provision for pupils with SEND. Inspectors visited intervention sessions.
- The lead inspector met with the designated safeguarding lead to discuss the school's safeguarding practice. Inspectors spoke to staff about their understanding of the school's safeguarding policy and practice.
- An inspector visited one unregistered alternative provider.

## Inspection team

Jane Spilsbury, lead inspector	Her Majesty's Inspector
Graeme Rudland	Ofsted Inspector
Sara Arkle	Ofsted Inspector
Peter Kent	Ofsted Inspector

Philip Hamilton

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021