

Inspection of a good school: Cardinal Heenan Catholic High School

Tongue Lane, Meanwood, Leeds, West Yorkshire LS6 4QE

Inspection dates:

7 and 8 February 2023

Outcome

Cardinal Heenan Catholic High School continues to be a good school.

What is it like to attend this school?

This is a happy school. Leaders know the school well. Pupils take pleasure in attending. They enjoy their learning. In classrooms, teachers support pupils to do their best. They help pupils to achieve their learning goals. Pupils can talk about their learning and remember important knowledge. They feel safe and well looked after in this school.

The Catholic character and virtues of the school have a strong influence on everything the school does. There are high expectations of all pupils. They are encouraged to be kind, to follow rules and to try their best. Pupils meet these expectations and behave well around the school. They are respectful towards each other and adults. Pupils say that bullying is rare. When it does occur, leaders deal with it appropriately.

Leaders ask pupils about their interests. They do this so that they can provide extra activities that they will enjoy. Pupils, including those who are disadvantaged, are encouraged to make full use of these extra opportunities. Leaders make sure that there is support available for pupils to participate if they need it.

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

Leaders have planned an ambitious curriculum for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Sequences of lessons help pupils to build their knowledge and skills. Pupils often revisit prior learning. For example, in mathematics, activities at the beginning of the lesson help pupils to remember important knowledge.

In most subjects, pupils respond to any help from their teachers to help them to improve. Pupils told inspectors they find this very useful and easy to understand. However, in some subjects, pupils' independent work is not checked thoroughly. As a result, pupils do not always produce the work that they are capable of. In classrooms, teachers and support staff use a variety of methods to provide pupils with the extra help that they need. As a result, most pupils keep up with their learning.

There is a wide range of support available for pupils with SEND. Teachers use their detailed knowledge of individual pupils to remove barriers to learning. As a result, most pupils with SEND meet their intended learning goals. For example, in art, teachers scaffold learning so that pupils can build their knowledge of art step by step.

Since the last inspection, leaders have made improvements to the curriculum. In mathematics, for example, pupils, including those who are disadvantaged and those with SEND, enjoy their learning because teachers use a variety of methods which help them to focus. Teachers help pupils to remember important concepts.

Pupils attend school regularly because they appreciate the learning opportunities teachers provide. Leaders in the school work hard with pupils, parents and carers to make sure pupils maintain good attendance. They work in partnership with the local authority to make sure that pupils are safe and attend school.

Leaders encourage pupils to report any inappropriate behaviour or comments from others. This includes any behaviour or comments which make them feel uncomfortable. Inappropriate behaviour is rare. Leaders take swift and effective action if such incidents occur. Some pupils believe that, on occasion, the behaviour of other pupils causes them to lose focus on their learning. This happens because not all staff implement the behaviour system consistently.

The school provides a range of opportunities for pupils to learn beyond lessons. These include sporting activities, a jazz club, residential visits, community fundraising and charity events, among others. Leaders have put in place a high-quality programme of careers advice and guidance for pupils. Pupils say that they are happy with the advice and support that they receive.

Leaders are considerate of the well-being and workload of staff. Leaders consult with staff when making changes. Staff are asked for their views on the quality of their professional development. Staff are proud of the school. They are very happy to work there.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have developed effective procedures for checking, recruiting and training staff. All staff receive relevant training. They take swift action to ensure that pupils receive the help they need. All staff and pupils know whom to talk to when they have a concern. Pupils learn how to keep themselves safe, including when online. Pupils know who the designated safeguarding leads in the school are. Leaders have worked hard to make sure pupils are supported if they have concerns or worries. They make sure that pupils, including those who are the most vulnerable, have the pastoral care they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not always receive the support that they need to improve their work. Consequently, some pupils do not always fully achieve the intended learning goals or produce the work that they are capable of. Leaders should ensure that all staff check pupils' work thoroughly, in all lessons, so that pupils produce the quality of work that is needed to reach the learning goals set for them.
- The school's behaviour policy is not used consistently in all lessons. Occasionally, some pupils lose focus on their learning because other pupils distract them. Leaders should ensure that the school's behaviour policy is implemented consistently by all staff.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2018.

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.

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

Unique reference number	108095
Local authority	Leeds
Inspection number	10255804
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	917
Appropriate authority	The governing body
Chair of governing body	Michael Gardner
Headteacher	Dominic Kelly
Website	http://www.cardinalheenan.com
Date of previous inspection	7 February 2018, under section 8 of the Education Act 2005

Information about this school

- A small number of pupils attend registered, off-site alternative provision.
- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place on 6 and 7 June 2018. The section 48 inspection judged this aspect of the school's provision to be good.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, curriculum leaders and other members of staff. The lead inspector met with representatives of the local governing body, including the chair of governors, and the local authority.

- Inspectors observed pupils' behaviour in lessons and around the school, including at breaktime and lunchtimes. They gathered pupils' views about the school through formal and informal discussion.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, improvement priorities and safeguarding documents. Inspectors evaluated information relating to pupils' behaviour and attendance.
- Inspectors considered the views of parents who responded to Ofsted's online questionnaire, Ofsted Parent View, along with responses submitted as free text. Inspectors considered responses to Ofsted's staff and pupil questionnaires.
- Inspectors carried out deep dives in these subjects: mathematics, history, design and technology and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Inspection team

Barry Found, lead inspector

Ofsted Inspector

Jessica McKay

His Majesty's Inspector

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