

# Blessed George Napier Catholic School and Sports College

## Inspection report

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<b>Unique reference number</b>	123270
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380635
<b>Inspection dates</b>	8–9 March 2012
<b>Lead inspector</b>	Christopher Corp

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	857
<b>Of which, number on role in the sixth form</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Concannon
<b>Headteacher</b>	Fraser Long
<b>Date of previous school inspection</b>	18–19 October 2006
<b>School address</b>	Addison Road Banbury Oxfordshire OX16 9DG
<b>Telephone number</b>	01295264216
<b>Fax number</b>	01295277952
<b>Email address</b>	office@bgn.oxon.sch.uk

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<b>Age group</b>	11–18
<b>Inspection date(s)</b>	8–9 March 2012
<b>Inspection number</b>	380635



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## Introduction

Inspection team

Christopher Corp

Additional Inspector

Diane Sherman

Additional Inspector

Lynn Lowery

Additional Inspector

Michael Lafford

Additional Inspector

This inspection was carried out with two days' notice. The inspection team observed 37 lessons, and 35 teachers were observed. Seven lessons were jointly observed with members of the leadership team. Inspectors also visited 22 other lessons and registration periods. Meetings were held with a wide range of senior and middle leaders, the Chair of the Governing Body and six other governors and groups of students from Years 7 to 13. The inspection team looked at documentation relating to safeguarding, incident records, school improvement, self-evaluation and students' current progress. There were no responses to the on-line questionnaire (Parent View). In total, 226 questionnaires were returned by parents and carers. These were reviewed and taken into account along with the questionnaires from staff and students.

## Information about the school

This is an 11–18 secondary school that is smaller than the average size. A large majority of the students are from White British backgrounds, with an average proportion from minority ethnic backgrounds. The proportion of students who speak English as an additional language is close to the national average. The proportion of students known to be eligible for free school meals is lower than average. The proportion of disabled students and those with special educational needs is average. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

The school has specialist status as a sports college, together with a second specialism for mathematics and information and communication technology (ICT). It also holds a number of awards, including Investors in People and a Healthy School award.

There have been some changes in the senior leadership team since the previous inspection, including the appointment of the current headteacher in January 2012.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is a friendly, supportive community, in which students feel safe and well cared for. The school promotes students’ spiritual, moral, social and cultural development exceptionally well. The sixth form is good. Parents and carers are very positive about the school. The school is not outstanding because a small number of students do not make good progress due to their lack of engagement in some lessons. Subject leaders’ monitoring of teaching is having a positive impact but there are some inconsistencies where the good or outstanding practice, that has been identified across the school, is not fully implemented in a few lessons.
- Achievement is good for most students and they make good progress over time in relation to their starting points. Attainment in the main school is above average, especially in English and mathematics, where many make outstanding progress. Achievement in the sixth form is good and improving.
- The quality of teaching is good, with lessons having good pace and high teacher expectations of students’ achievement. Most lessons observed were good or outstanding, where students made good progress or better. In some lessons, however, the progress of a small minority of students was only satisfactory due to their lack of effective engagement.
- The behaviour and safety of students are good. Attitudes, relationships and conduct around the school and in most lessons are positive. Attitudes to learning are good or better for most students, whose diligence shows that their work matters to them and helps them achieve good results.
- The new senior leadership team has clearly and accurately identified the strengths of the school and the areas needing further development. The team is very well supported by the governing body. There is a major and effective focus on improving teaching and learning through the management of performance in the classroom.

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

- Improve the achievement of a small number of students who are not fully

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engaged in their learning by:

- ensuring lesson planning is clearly focused on motivating and raising the expectations of these students
  - using a wider range of teaching and learning styles that actively involve all students.
- Subject leaders should ensure that teaching is consistently good or better in their areas by:
- sharing the most effective teaching techniques and strategies to raise quality across the school.

## Main report

### Achievement of pupils

Achievement by students at GCSE and A level is good. Standards are above average at GCSE in many subjects. Some Year 11 students have already gained grades A\*-A in English. The school data also indicate attainment has improved from last year across all subjects. At A level, standards are also above average and improving.

The progress of students in most lessons was good and in some it was outstanding. In a small number of lessons, the progress was slower for a few students in the class as they were not fully engaged in the learning, especially when it was mostly led by the teacher or they found the tasks of little interest.

Achievement in lessons is good or outstanding in a wide range of subjects. Students' achievement in lessons is best when teachers have high expectations of them and they are engaged by activities that are both challenging and motivating. In a French lesson, students tackled speaking and listening with eagerness and determination. Their responses to their peers showed excellent progress in extending their knowledge and deepening their understanding of dialogue. Attainment in lessons was above average in most subjects

Students with disabilities and those with special educational needs make good progress in lessons and achieve well in national examinations, due to effective support and guidance. Well-targeted provision, including the use of staff fluent in the relevant home languages, enables students with English as an additional language to make good progress.

Most parents and carers are fully aware of the good progress being made by their children and feel well informed by the school. Many feel that the school helps them support the learning of their children.

### Quality of teaching

Teaching is good and some is outstanding throughout the school. Teachers have good subject knowledge and many show a real passion for their subjects. In most

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lessons, students shared excellent relationships with each other and with the teachers and other adults.

Lessons generally are well planned, involving tasks that motivate students well and lead to a high level of enjoyment. However, in a small minority of lessons the activities and tasks did not sufficiently raise students' expectations of success by lacking challenge and engagement. Most lessons have a lively pace based upon a range of activities that have a clear focus. Students' attitudes to learning are good or better and most are able to work independently or in a very cooperative manner within a group. In outstanding lessons, the students make excellent progress and respond positively to the high levels of challenge presented to them. One example of this was a Year 11 mathematics lesson, where the teacher was extending students' learning and confidence by setting AS level problems.

Teachers handle question and answer sessions effectively, allowing students to build upon responses in a constructive manner. Students are confident in entering into class discussions, enabling teachers to gauge understanding and learning as the lesson progresses. Key skills, such as literacy, numeracy and ICT, are incorporated into lessons across the curriculum and are used effectively by students.

The support given by teachers and other adults to students with disabilities and special educational needs is effective. This enables the students to make progress which is at least good.

Teachers are fully aware of the progress and targets of all their students and make sure the planned curriculum provides activities that closely match their needs. Teachers mark formal assessment work effectively and in detail. As a result, students are fully aware of their targets, their current attainment and how to improve. The marking and monitoring of routine notes and exercises are inconsistent across subjects. Some teachers' comments are not followed up and lack rigour.

The teaching and curriculum give students excellent opportunities to reflect on values and moral issues and this is a common theme across many subjects. Parents are aware of the strengths of the teaching and appreciate the efforts of the teachers.

In almost all the lessons visited, the teachers had good classroom control and high expectations. However, in a small number of lessons, the teaching was less effective, with teachers using a limited range of learning styles that did not fully engage a few students in their learning and subsequently they made less progress than their peers. Parents, staff and students comment that a small number of students lose focus in lessons. Although no examples of this were seen during the inspection, the school is aware of the issue.

**Behaviour and safety of pupils**

The behaviour of students when moving around the school and at breaks is outstanding. They share excellent relationships and show respect for each other and

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the staff. The students work together and support each other well and this cooperative approach is an integral part of most lessons. As one student said, 'We are really just one big family who get on well together.' Another telling comment made was, 'We are a small community and everybody knows everybody's name.' Overwhelmingly, parents and students agree that behaviour is good.

The vast majority of students spoken to feel safe in school and appreciate the fact that they are very well supported by all adults. They are confident that they are able to discuss any concerns or issues with a member of staff and help will be freely given. Students with disabilities or special needs benefit from effective pastoral and academic support and feel valued within the community. The older students in the school provide excellent role models for the younger ones. Most sixth form students spend time supporting and mentoring students in Key Stage 3.

There are some recorded incidents of verbal bullying but most parents and students agree that these are dealt with effectively. In discussions, students commented that a very few instances of name calling occurred. Physical bullying is extremely rare. There are no recorded incidents of cyber or homophobic bullying.

Attendance is above average and students say they enjoy coming to school as most lessons are interesting and they want to succeed. The number of exclusions is low, and falling.

### **Leadership and management**

The senior leadership team is well led by the headteacher and demonstrates a shared ambition to enable all students to succeed both academically and personally. The development plans and evaluation of the strengths and areas for development show a clear understanding of the issues facing the school. Issues such as achievement in some subject areas at GCSE and at AS level have been resolved. The school has clearly demonstrated its effectiveness in bringing about improvement; it has a good capacity to improve further.

Subject leaders are held to account for the achievement and teaching and learning within their areas. In discussions, they demonstrate that they share the same ambitions as the senior managers. They monitor lessons and fully understand what factors make up good or outstanding learning. Subject leaders have focused well on planning effective lessons, giving rise to many examples of good or outstanding teaching, There remains a minority of satisfactory lessons and mechanisms for sharing the best practice in the school to raise the quality are not well established.

The curriculum is broad and balanced and the provision matches the changing nature of the student population well. The school makes good use of the facilities linked to its specialism, enabling students to experience a wide range of fitness activities. The mathematics department provides a good model of curriculum delivery that motivates students ensuring many students make outstanding progress.

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The introduction of a range of vocational courses has resulted in better achievement and higher attendance for some students. The school makes a high priority of promoting equality and strives for full inclusion at all times, tackling discrimination effectively. There is a large range of activities within the curriculum and enriched curriculum that promotes the spiritual, moral, social and spiritual development of the students and the impact of this work is excellent. When asked what curriculum event Year 11 students recall as being special, they were unanimous in saying, 'The retreat residential in Year 10.'

A major focus of the leadership team and subject leaders has been on teaching and learning. The school follows a programme of monitoring and evaluation and the outcomes from this work are used to identify any required support or guidance. Many staff comment on the positive effect this has had on their professional development. The team are effective in identifying good practice and building upon this but there remains some inconsistencies in engagement and progress of some students in a few lessons.

The school has an outstanding governing body. The governors have an excellent knowledge of the school and the issues that it faces. They hold the headteacher and leadership to account and demand the very best for the students. All statutory requirements for safeguarding are in place and are closely monitored by the school and governors.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2012

Dear Students

**Inspection of Blessed George Napier Catholic School and Sport College,  
Banbury OX16 9DG**

Thanks to all of you for making the inspection team so welcome when we visited your school. In discussions, we recognised that you have a real pride in your school and hope you are pleased that we concluded that you attend and are part of a good school with a good sixth form. This is due to the hard work and commitment of all the adults associated with the school, and yourselves. Most of you work hard in lessons and share good relationships with each other and the teachers. Together you are ensuring that you achieve well.

All adults at your school take excellent care of you and are determined that you succeed both academically and as a person. It was pleasing to find that you appreciate this care and guidance and enjoy coming to school. In most lessons, you make good progress, especially when you are actively engaged and given challenging tasks. It was also good to find out that you are aware of your targets and your progress towards them. Many of you appreciate the feedback and guidance given so you know exactly what is needed to improve further.

The headteacher, governors and all the staff want to improve even more. We have asked the school to modify some of the activities in lessons so that you will find them more enjoyable and engaging. This is especially for those of you who find the lessons uninteresting and as a result become distracted. The school has many strengths and some aspects are outstanding. We have asked the school to spread to all lessons the really effective techniques used by some teachers.

Very best wishes to you all at Blessed George Napier Catholic School and for your future success.

Yours sincerely

Christopher Corp  
Lead inspector

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