

# Mount Carmel RC Technology College for Girls

## Inspection report

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<b>Unique Reference Number</b>	100460
<b>Local Authority</b>	Islington
<b>Inspection number</b>	354850
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	John Daniell HMI

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>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	658
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Leith
<b>Headteacher</b>	Paul Kehoe
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Holland Walk London N19 3EU
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspection team observed 29 lessons taught by 31 teachers and held meetings with members of the governing body, students and staff. Inspectors observed the school's work and looked at documentation including school performance data, self-evaluation information, school policies, lesson observation records as well as reviews from the School Improvement Partner. The inspection team scrutinised 314 questionnaires from parents and carers, 123 from students and 33 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the college's vision is shared by all, and the link between self-evaluation and school improvement.
- How effectively the college is narrowing any remaining gaps in achievement for groups of students.
- The impact of leadership and management at all levels in raising attainment, particularly through the use of assessment and monitoring to improve teaching.

## Information about the school

Mount Carmel RC Technology College for Girls is a smaller than average college which attracts a multicultural intake from a wide area of North London. The number of students known to be eligible for free school meals is more than twice the national average, and increasing. There are a high proportion of students from minority ethnic groups and nearly 50 per cent of students speak English as an additional language. The proportion of students with special educational needs and/or disabilities is above the national average; however, the number of students with a statement of special educational needs is around half the national average.

The college has specialist status for technology. It holds Healthy School and Investors in People status as well as an Artsmark Gold, Sportsmark and the International Schools Award. It also holds an award for Basic Skills.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Mount Carmel RC Technology College for Girls provides its students with a good quality of education. Because of its small size, students are treated and known as individuals, and support is targeted well to ensure that all groups of students make good progress. Attainment is broadly average but the college has set itself ambitious targets for raising this over the next two years. The strong ethos of the college ensures that students are very well nurtured to develop into caring and confident individuals, who have a strong sense of moral purpose and are well equipped for their future lives.

Students are happy and very much enjoy coming to the college, and they make a good contribution to the college and the wider community. Teachers, staff and members of the governing body show great commitment in encouraging the students to achieve their potential and this, coupled with students' good behaviour and positive attitudes, results in positive student outcomes. Some of the college's specialist subjects contribute towards its good achievement, including design and technology and information and communication technology, and attainment in the weaker subjects is improving. Opportunities provided through working in strong partnership with other organisations enhance the provision.

The good curriculum offers students clear qualification pathways and is matched closely to their individual needs. Good teaching ensures that students make good progress, but within this picture the use of assessment is not as good as other features of teaching. Sometimes teachers do not make the best use of assessment information on individual students, for example when planning lessons or in marking or the use of targets, to maximise their progress.

The leaders of the college have succeeded in sharing their vision with staff at all levels. They demonstrate a good awareness of its strengths and areas for development, and are committed to raising standards. The principal and his team hold middle leaders to account for their performance and are held in high regard by staff and students. Self-evaluation procedures have become embedded, link directly with school improvement priorities and reflect an accurate picture of the college's current position. Middle leaders however do not always use the information gathered from lesson observations to best effect. Nevertheless, the effective measures to maintain and drive forward college improvement, as well as the deployment of key staff to positions which play to strengths, give the college a good capacity for further sustained improvement.

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

- Strengthen the leadership and management of teaching and learning by:
  - making marking more informative

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- making better use of information recorded on teaching so that the focus is more evaluative and leads to improved practice
- Develop a deeper understanding and use of assessment techniques to provide more information to students by:
  - providing students with next-step targets which will enable them to move up to the next level.
  - sharing the existing good practice on a more formal basis.

## Outcomes for individuals and groups of pupils

2

Students enjoy a positive experience in the classroom, and inspectors observed good learning and progress across a range of subject areas. Where learning was good or better, this was developed through the smart use of available assessment data on individual students to inform the teacher's planning. In a good information and communication technology lesson, students were fully aware of their current levels, and assessment criteria for the tasks they were completing were made available to them. This way, they knew exactly what they had to do to move up to the next level. In lessons where learning is satisfactory, teachers do not make full use of available data to ensure the learning needs of all groups of students are fully met, and so the rate of progress is slower. The well-targeted use of teaching assistants in the classroom results in positive outcomes for students with special educational needs and/or disabilities.

Students enter the college with levels of attainment which are below national averages. Attainment seen in Key Stage 4 was broadly average, reflecting good achievement for virtually all groups of students. Only a small number of students identified as having special educational needs at School Action level make slightly less progress than the majority. Other students with special educational needs and/or disabilities and those who speak English as an additional language make progress in line with their peers. Lesson observations and current college data indicate that attainment is rising for all groups of students and any remaining gaps between groups are narrowing further. Students do particularly well in specialist subjects, reflecting the high attainment seen in GCSE grades in these subject areas.

Students' behaviour is good and they are considerate towards each other in lessons and when moving around the school. The systems for tracking behaviour and achievement have been enhanced with the use of ICT allowing the college to identify more effectively students who need additional support. Participation by students in health-related activities is high and the whole-school focus through the 'healthy living week' enhances students' understanding of what it means to be healthy. The student council has effected some change within the college, and more work has been done beyond the college such as a Christmas party for local residents and fundraising for a number of charities and good causes. Attendance is above average and improving rapidly, and the good provision of workplace skills secures places for the vast majority of students who apply for further education. Young Enterprise projects have led to the establishment of a school bank and some students participate in university summer schools. Students' spiritual, moral, social and cultural development is strong and the college's clear mission and code of conduct contribute to the good development of moral values.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers make good use of their subject knowledge in the classroom. In most lessons, relationships are positive and teachers' use of resources increases students' learning. In a music lesson, for example, the teacher made very good use of assessment information on groups of students and encouraged the development of problem-solving skills. The effective use of questioning provided clear evidence that learning objectives were being fully met and students were aware of how to improve their work, as well as showing great pride in the quality of their work. In the small number of lessons where teaching is satisfactory, students are not given enough opportunity to work either collaboratively or independently, and teachers do not make full use of assessment information to ensure a consistently high level of challenge. There are also missed opportunities for checking that all students fully understand what they are being taught. The good practice observed in the use of assessment and informative marking of students' work is yet to become embedded across all subject areas.

The good curriculum caters for the wide range of needs at Key Stage 4, with five defined pathways to maximise students' achievement. A personalised curriculum for students with more complex needs helps to narrow any remaining gaps in achievement between different groups of students. Students' self-esteem is raised by encouraging all students who speak English as an additional language to gain a qualification in their first language, and students in Year 9 are offered a qualification in functional skills which incorporates

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English, mathematics and information and communication technology. Students greatly appreciate the wide range of enrichment opportunities on offer. The college's commitment to inclusive education contributes significantly to students' achievement, particularly for those whose circumstances make them particularly vulnerable. Work with external agencies is productive and the college can point to striking examples of where successful intervention strategies have kept students focused and on track to succeed. The good care, guidance and support extend to induction arrangements for Year 7 students, subject option guidance for those in Year 9 and advice on further education for Year 11 students.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The principal and his team have successfully addressed the areas for improvement from the last inspection, and have established a clear vision that is shared by all in the college. Expectations from senior leaders are high and lines of communication are very clear. Systems for monitoring and evaluating are secure and result in improved outcomes for students. Middle leaders are aware of their crucial role in raising standards, and reliable systems and procedures enable every student's progress to be tracked, triggering support where necessary. The resulting reliable information is effectively communicated to teachers, and is used by senior leaders to set challenging targets. However, not all teachers are putting this information to best use when planning lessons. Lesson observation records currently place too much emphasis on lesson content rather than the quality of learning, and middle leaders are not making enough use of the information gathered to move teaching on and share good practice on a formal basis. The committed governing body fulfils its statutory duties well and ensures that arrangements for keeping students safe and secure are met. It provides the necessary challenge and plans to revisit the college's mission statement to ensure it remains relevant for today's society.

Attendance at parent consultation evenings is high and the college ensures parents and carers can access information about students' progress by providing interpreters. A range of events is arranged by the college to encourage parents and carers to support their child's learning. The good work carried out in partnership with other organisations contributes to good student outcomes. For example, good links with City & Islington College support students in their transition to further education, and links with several agencies successfully address students' needs. The college has a good community cohesion programme to ensure that students recognise similarities and appreciate differences within the school community and wider society. Links with schools in Hungary and Nigeria are developing well and the college evaluates the impact of community initiatives on students' achievement. The college promotes equality of opportunity well and

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maintains an up-to-date policy which it implements with rigour. Any few remaining gaps in the achievement of groups of students are correctly identified and strategies are introduced, including targeted mentoring and a modified curriculum, to ensure that all groups of students achieve their potential.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A particularly high proportion of parents and carers completed a questionnaire, and around five per cent made additional comments. Their views were largely positive and supportive. A very large majority believe their child enjoys school, that it keeps their child safe, and that their child is making enough progress. A large majority believes that the college helps their child to have a healthy lifestyle. Most parents and carers believe that the college is led and managed well and are happy with their child's experience at the college.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Carmel RC Technology College for Girls to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 314 completed questionnaires by the end of the on-site inspection. In total, there are 658 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	124	39	175	56	9	3	2	1
The school keeps my child safe	137	44	162	52	9	3	1	0
My school informs me about my child's progress	148	47	141	45	18	6	1	0
My child is making enough progress at this school	118	38	170	54	17	5	1	0
The teaching is good at this school	109	35	192	61	5	2	2	1
The school helps me to support my child's learning	82	26	181	58	39	12	3	1
The school helps my child to have a healthy lifestyle	61	19	187	60	44	14	9	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	106	34	156	50	26	8	0	0
The school meets my child's particular needs	94	30	189	60	23	7	3	1
The school deals effectively with unacceptable behaviour	128	41	146	46	21	7	11	4
The school takes account of my suggestions and concerns	70	22	166	53	41	13	4	1
The school is led and managed effectively	107	34	174	55	18	6	4	1
Overall, I am happy with my child's experience at this school	145	46	152	48	10	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



21 January 2011

Dear Students

**Inspection of Mount Carmel RC Technology College for Girls, London N19 3EU**

Thank you very much for the warm reception you showed the inspection team during our recent visit to your college. You told us you very much enjoy coming to the college and that it keeps you safe. You also told us that the college prepares you well for the future. These are our other main findings:

- The college provides you with a good quality of education and, although your overall attainment is broadly average, you make good progress.
- Attainment in mathematics and science is below the national average but is set to improve.
- Your good behaviour in lessons helps you learn well, and you are cared for well by the staff at the college.
- Teaching is good, but not all of your teachers make best use of the data they have about you when planning your lessons and some do not assess your work in such a way that will help you improve.
- The college does some good work with other organisations to improve your outcomes.
- The curriculum is good and matches your needs well.
- The leaders and managers are doing a good job to help you achieve your potential.

We have asked the leaders and managers of the college to make sure that information gathered from lesson observations is used effectively to share good practice. We have also asked your teachers to ensure that marking of your work shows you how to improve, and to ensure you are given clear targets and know how to achieve them. You can help by agreeing to challenging targets. I wish you well for the future.

Yours sincerely

John Daniell

Her Majesty's Inspector

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