

# Gumley House Convent School FCJ

St John's Road, Isleworth, TW7 6XF

**Inspection dates** 1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress in their studies and achieve above average standards at GCSE and at A Level. The most able students do particularly well.
- Good teaching in most subjects, including English and mathematics, contributes well to students' progress. Some teaching is outstanding in a range of subjects.
- Students, parents, carers and staff value the excellent family feel, and the respect and courtesy shown throughout the school. Students feel completely safe, behave well and their attendance is above average.
- The school promotes students' personal development exceptionally well. Staff provide a wide range of successful clubs and activities; students feel very well supported in their extensive work for charities.
- The sixth form is good. Students benefit from teaching that is challenging and based on good subject expertise. All gain places at universities or colleges, or go into employment. Their conduct is excellent. The sixth form is very well led and managed, with very good systems for preparing students to move into and through Years 12 and 13.
- Governors know the school well. Their wide range of expertise has enabled them to check progress on many fronts, confirming the improvements in teaching and progress achieved by the headteacher and staff as they strive to make the school outstanding.
- The headteacher provides a clear direction, is tightening school systems and improving lines of accountability, while maintaining a nurturing, caring environment.

### It is not yet an outstanding school because:

- Some teaching does not focus well on setting work appropriately for students, particularly those of lower ability and those supported by extra funding.
- Not all heads of subject are equally good at improving teaching and learning in their departments, which limits progress.

## Information about this inspection

- Inspectors observed 43 part lessons. Six of these were joint observations with members of the senior leadership team. Senior leaders discussed their judgemental findings with observed teachers in the presence of inspectors if staff requested the feedback offered.
- Inspection team members held meetings with middle and senior leaders, groups of students and three governors, including the Chair of the Governing Body.
- The responses of 167 parents and carers to Parent View, a few letters from parents and carers, and 76 questionnaires returned by staff were considered by the inspection team.
- A range of documents was scrutinised. These included minutes of governing body meetings, school monitoring information, including records relating to the performance of staff, students' work, data on students' progress and attainment, safeguarding documents, and the school's self-evaluation form and improvement plan.

## Inspection team

Peter McGregor, Lead inspector	Additional Inspector
Zoe Livingstone	Additional Inspector
Susan Maguire	Additional Inspector
Michael Elson	Additional Inspector
John Worgan	Additional Inspector

## Full report

### Information about this school

- Gumley House Convent School converted to become an academy on 1 March 2012. The school is part of the FCJ (Faithful Companions of Jesus) Educational Trust. When its predecessor school, of the same name, was last inspected by Ofsted in 2006, it was judged to be outstanding overall.
- Gumley House Convent School FCJ is larger than the average sized secondary school.
- Almost all students on roll are girls; the sixth form has a few boys, including those who attend through sixth form consortia arrangements.
- The school is part of a group of three catholic schools which share sixth form courses, and cooperates with other schools in Hounslow over sixth form provision.
- A below average proportion of students are eligible for the pupil premium, which is additional funding in respect of students in local authority care, those known to be eligible for free school meals and children of services families.
- The school receives additional catch-up funds for pupils who do not reach the expected Level 4 at the end of their primary education.
- Students from minority ethnic groups make up just over half the school's population.
- About one third of the students speak English as an additional language.
- The proportion of disabled students and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- No students below the sixth form attend training away from the school as part of their education.
- In 2013, the school met the government's floor standards, which set the minimum expectations for students' attainment in English and mathematics at age 16.

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

- Ensure that teaching focuses on speeding up the progress of lower-ability students and those supported through additional funds, by providing appropriate work in the best ways for those particular students.
- Improve the leadership and management of training to ensure that all subject leaders are equally successful in evaluating and improving the work of their department members.

## Inspection judgements

### The achievement of pupils

is good

- Students enter the school with above average attainment in reading, writing and mathematics. They make good progress so that approaching three quarters of them achieve five or more GCSE passes at A\* to C at age 16, including English and mathematics. Results in mathematics are better than in English. In both subjects, school tracking data suggest results will be higher this year, with improving progress. The most able students are very successful through their own efforts and the challenging teaching they experience.
- For the past two years, GCSE results have been particularly good in art and design, French and religious studies, where high proportions of A\* or A grades were achieved.
- Those students entering the school with lower standards have not made as good progress as others because they have not always received subject teaching of the quality they need to do well. Current school data on each subject in each year group, based on assessments every eight or nine weeks, suggests a clear picture of improving progress by lower-ability students in Years 7 to 11, as a result of the extra help given when underachievement is identified.
- Disabled students and those with special educational needs make good progress, as do those for whom English is an additional language. This is because teachers know what to do to help them and teach them well. Students from minority ethnic backgrounds also do well.
- The gap in GCSE attainment between those students supported by additional funds and all other students widened in 2013. GCSE English and mathematics results for supported students were both one grade lower than the grades of other students. As a result of extra guidance for these students, in the form of one-to-one support and additional lessons, progress has been made this year and the school's own data suggests the gap has narrowed in both subjects to about two thirds of a grade.
- The school does not enter students early for GCSE examinations.
- Students' A-level and AS-level results are average or above. About nine in every 10 students go on to study at university, a third of these at the most popular establishments. Over the past three years, students' progress on A-level courses has improved greatly and is now excellent. Students studying history, psychology, sociology and media are very successful. The few A-level students who were known to be eligible for support from additional funding when they were in Year 11 made similar progress to their peers.
- The progress of students on AS courses has not improved as rapidly over the past three years. One cause of the lower achievement compared with Year 13 has been a shortfall in curriculum time in Year 12. This problem has been resolved for the coming academic year.
- Students are confident orally and speak well using Standard English. Teachers expect good quality written English and many students achieve this. These standards are a result of the promotion of a love of reading, effective teaching and modelling of good practice by staff. Students also work confidently with aspects of numeracy in several subjects.

### The quality of teaching

is good

- Good teaching over time has enabled students to make good and sometimes excellent progress in a wide range of subjects. The pervasive and extremely influential school values and beliefs result in a positive working atmosphere where teachers and students generally have high expectations of each other.
- Teachers have good subject knowledge, which is apparent in the quality of their explanations and discussions with students and in questioning. Progression in understanding is secured because work builds on what students have already learned.
- Staff know examination specifications well and provide the right degree of challenge, which enables students aspiring to achieve top grades to be successful. Students in an upper set in Year 9, including some with special educational needs, made outstanding progress in

manipulating algebraic expressions. The challenge of the work was very high and students coped well with this, explaining the principles behind their solutions.

- Teaching in the sixth form is good and some is outstanding. Here too, teachers' subject knowledge is key to students' success. In a Year 13 chemistry lesson, students were revising a range of topics for their A-level examination. The teacher's confident knowledge of all aspects of the work, the carefully organised session which enabled the students to identify areas of weakness and resolve problems, and the industry of the students, combined to result in outstanding progress and high attainment.
- Marking is often good, with clear indications as to how work can be improved and, sometimes, includes good written responses from students.
- Work set for lower-ability students is not always suitable because staff do not identify where students are having difficulties and need support. As a consequence these students are less absorbed in their work and less successful.
- Teachers do not always plan work suitably focused on speeding up the progress of students supported through additional funds. The situation is improving but practice is not yet consistent.
- Students greatly appreciate the many sessions after the end of the school day which so many staff provide. These extra lessons, for individuals, small groups and whole classes, enable misunderstandings to be explained and students to make progress in their learning.

### **The behaviour and safety of pupils** are good

- The behaviour of students is good. Students are polite and courteous to visitors, are happy to be at school and enjoy their education. Around the school, students behave very well. The calm, orderly and litter-free environment is a result of the respect students are taught to have for their surroundings.
- Students have very positive attitudes to study and each other. They take great pride in the school and identify strongly with it. They are cooperative and willingly help one another in lessons. Sixth form student tutors working in younger classes are appreciated and they take their roles very seriously. The attitudes and behaviour of sixth form students are excellent.
- There is minimal disruption of learning through misbehaviour in lessons. A few incidents were seen where students chattered about matters other than the work in hand. These only occurred where expectations of the pace of work were not high enough or when students were set work at the wrong level.
- Attendance is above average and students are punctual. The lack of bells to start and finish lessons results in students and staff taking seriously their responsibilities to keep to time. Exclusions are below average and the school has introduced internal exclusion to minimise the impact of students' absence from lessons. Discriminatory and offensive language is not heard around the school.
- A number of staff in the questionnaires they completed about the school commented on misbehaviour that does take place and is not dealt with consistently. A few parents and carers made similar views known.
- The school's work to keep students safe and secure is outstanding. Bullying, incidents, including cyber and prejudice based, are rare and the school deals effectively with any that do occur. Child protection measures are robust and rigorously implemented with appropriate intervention if safeguarding incidents arise.

### **The leadership and management** are good

- The headteacher has created a unified team of effective senior leaders with complementary skills, fully supported by governors. At the heart and head of the school are Christian values, including a strongly held belief in justice for all. This underpins the current push for faster progress for students supported by additional government funding, which is being used

appropriately.

- The school improvement plan is an accurate and useful document, collaboratively produced by all involved.
- The FCJ Trust provides light-touch support for this good school, mainly through its representation on the governing body.
- There is clear understanding that, historically, self-evaluation has been too generous. New tighter systems of checking are providing an accurate picture of the relationship between teaching, students' attitudes and their achievements. Senior leaders made accurate assessments of teaching and learning in joint observations with inspectors and fed back important messages professionally.
- Data systems have improved this year so that students' progress in all years is now regularly checked against challenging targets. The focus on different groups is good. Through effective guidance and support, their achievements are improving measurably.
- New systems introduced for setting targets for teachers linked to their pay are using Teachers' Standards alongside student progress information. Senior leaders take difficult decisions, supported by governors, to ensure that the new process is used properly to improve the quality of teaching and students' achievements. Training for teachers is well organised and is helping to improve the quality of education provided.
- Subject leaders are at different stages of development and some are more effective than others at raising the performance of department members. Accurate lesson observations, regular work scrutiny and interpreting data are not carried out consistently well by all.
- The school provides a wide range of subjects for students in Years 7 to 11 and good advice on selecting examination courses. The amount of teaching time available for English and mathematics is low in Years 7 and 8, which has reduced the achievement of students, particularly those of lower ability or at risk of not doing well. A substantial increase in teaching time for English and mathematics has already been agreed for the coming academic year. Mainly GCSE courses are provided in Key Stage 4, which meet the students' needs. A very good range of visits and visitors, clubs and activities, such as the Duke of Edinburgh Award, are popular with students.
- Parent View responses and a few letters received indicate that parents and carers are very pleased with most aspects of school life, particularly the safety and happiness of their children. A small minority commented negatively about some areas, including the school's response to issues they raise. Staff views are generally very positive. Significant improvements have been made and are in hand for the sixth form. Governors have agreed to increase the time available for AS courses in order to improve achievement. Advice on entry to sixth form courses is now excellent; this and changes to course entry requirements have increased the proportion of students staying on from AS to A level to above average. A wider range of both AS- and A-level courses is available.
- Students have excellent access to other sixth forms in the Catholic and Hounslow consortia of schools. Pastoral and academic monitoring and care are strong and valued by the students. Those with responsibility for the sixth form provide clear leadership and vision, working towards outstanding teaching and achievement.
- Safeguarding requirements are fully met. Staff are trained as required and work to ensure all students are safe and secure.
- The school promotes students' spiritual, moral, social and cultural values exceptionally well. Many Christian activities, such as the Lent Liturgy sessions, provide excellent opportunities for reflection, which students appreciate. In lessons and around the school, staff use praise to motivate students and an atmosphere of mutual respect and a family feel are well established.
- **The governance of the school:**

Governors have a good understanding of the strengths and weaknesses of the school, including interpretation of performance data. They hold the headteacher and senior team to account for making improvements, for example in higher achievement of lower-ability students and those for whom there are additional funds. They know the school well through informative reports from the headteacher and through their own link visits and discussions with staff. They

have a positive and realistic view of the quality of teaching. Governors are aware that they have not in the past been sufficiently robust in ensuring that only good teaching and learning are rewarded, but are applying new systems rigorously. Governors are well trained, including through a weekend workshop on interpreting student achievement data, and carry out their statutory duties effectively, for example concerning financial matters and safeguarding. Governors are pushing for justice for all and working to ensure equality of opportunity, a sentiment at the very core of the FCJ Trust.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	137928
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	441135

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,187
<b>Of which, number on roll in sixth form</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sr Jo Grainger
<b>Headteacher</b>	Ewa Kolczynska
<b>Date of previous school inspection</b>	Not previously inspected
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