

# Inspection of Bishop Douglass School Finchley

Hamilton Road, East Finchley, London N2 0SQ

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Inspection dates: 5 and 6 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

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

Leaders and staff are ambitious for their pupils. They have high expectations in all aspects of school life. Pupils can choose from a wide range of subjects at GCSE or in the sixth form. This supports them to continue with their education or secure an apprenticeship when they leave.

Staff know their pupils well. Pupils are taught well and get regular feedback to help them improve. Pupils feel valued and supported. They appreciate the significant programme of extra learning. This takes place before and after school, on Saturdays and during school holidays. Pupils particularly value this when they are preparing for examinations.

Pupils are courteous and respectful. Lessons are calm and ordered. Bullying is rare. When it does happen school leaders act decisively. Pupils learn about valuing diversity. Pupils are safe. They know there is somebody to talk to if they are worried.

Leaders and staff pride themselves on supporting pupils' personal development. Well planned personal, social and health education (PSHE) and careers education are central to this. Pupils can get involved in after school clubs, charity fundraising and student leadership. These opportunities help them to develop useful skills for when they leave school.

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

Leaders have created a broad and ambitious curriculum for all pupils. Teachers have thought carefully about the important knowledge pupils need to learn. This knowledge has been carefully ordered. This allows pupils to make strong progress through the curriculum. In mathematics, for example, teachers ensure there are challenging 'gold' questions in every lesson.

Teachers regularly revisit previous learning. This helps pupils make connections to new learning. There is a strong emphasis on teaching subject vocabulary. This helps pupils understand new ideas. Teachers frequently check pupils' understanding. They then address any misconceptions. Pupils receive detailed feedback which helps them to improve their work. Sometimes, however, pupils do not achieve as well as they could. This is because some teachers do not have consistently high expectations for pupils of all abilities.

Weaker readers are identified when they join the school. They receive targeted support to help them practise their reading skills. This support includes older pupils who have been trained to support weaker readers.

Leaders and staff have high expectations of pupils' behaviour. Disruption in lessons is rare. Pupils pay attention and respect the views of others. Outside lessons pupils

are well behaved. Leaders use internal exclusion as a sanction. Some pupils attend internal exclusion for a number of weeks. Pupils in internal exclusion do not have full access to the curriculum. This creates gaps in learning for these pupils.

Pupils feel safe. Sixth-form pupils run a lunchtime drop-in where younger pupils can discuss concerns. Pupils attend school regularly. Leaders work closely with parents and carers when attendance dips.

Pupils value the PSHE programme. They study a wide range of topics including healthy relationships, mental health and internet use. As part of the PSHE programme pupils are told how they can get further help and advice. Parents know when each PSHE topic is being taught so they can talk to their child about it.

Pupils learn about British values. Recently a member of the House of Lords spoke to Year 10 about the parliamentary system and democracy. There are opportunities for leadership through membership of the school council or becoming a prefect. Throughout the year pupils consider the lives of others and support charity events.

Leaders provide a range of extra-curricular activities. 'Activities week' is a highlight of the school year. This includes educational visits to art galleries and universities. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) take a full part in these.

Pupils take part in a comprehensive careers programme. They receive independent careers advice. Pupils find out about technical and academic options. Leaders arrange a programme of visitors who talk to pupils about their careers.

Pupils with SEND have their individual needs identified accurately. They receive help before and after school. This allows pupils with SEND to reinforce their learning from lessons. Pupils with SEND have individual plans that set out how they should be supported. However, these plans are not used consistently by teachers across the school.

Leaders have high expectations of the staff. They support staff to meet these and provide well regarded training. Trustees and governors hold leaders to account. They have used external reviews to consider the next steps for the school. This has led to a broader curriculum and greater resources for safeguarding and mental health.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Pupils are actively encouraged to report any concerns to staff. PSHE lessons remind them to do this. Staff receive regular training and information. This training ensures that safeguarding remains a school priority at all times.

Pupils told inspectors their concerns are dealt with sensitively. The school safeguarding team respond to all concerns. They ensure that pupils receive help quickly. This includes the availability of a trusted adult to talk to at school. When appropriate a referral is made to external agencies.

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

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

- Leaders' monitoring has not ensured that the strategies to support pupils with SEND are used by all staff. This means that pupils with SEND are not consistently receiving the support they need in lessons. Leaders must ensure that staff know and apply strategies for pupils with SEND consistently across the school.
- A significant number of pupils are internally excluded sometimes for several weeks. These pupils do not have full access to the curriculum which means they can fall behind. Leaders should reduce the use of internal exclusion. They should ensure that there is full access to the curriculum for those who are internally excluded.
- Leaders have not ensured that all staff have high ambitions for pupils of all abilities. This means that some pupils do not make the strong progress described in the curriculum. Leaders need to ensure that staff are ambitious for all groups of pupils.

## **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>	143082
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10240937
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	799
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Meadows
<b>Headteacher</b>	Martin Tissot
<b>Website</b>	<a href="http://www.bishopdouglass.barnet.sch.uk/">http://www.bishopdouglass.barnet.sch.uk/</a>
<b>Date of previous inspection</b>	13 November 2018

## Information about this school

- Bishop Douglass School Finchley is a secondary Catholic school. The school had its last section 48 inspection in March 2016.
- The school uses placements at the trust partner secondary schools as a form of alternative provision. The school does not use any registered alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other school leaders. Inspectors held a discussion with eight members of the governing body and spoke with representatives from Barnet local education authority, Diocese of Westminster education service and the Cardinal Hume Academies Trust.
- Inspectors carried out deep dives in these subjects: art and design, English, languages and mathematics. 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.
- Inspectors talked to pupils and staff about other subject areas. Inspectors visited lessons and reviewed samples of pupils' work in a range of subjects, including computing, design technology and science.
- Inspectors held meetings with school leaders about behaviour, attendance, careers, exclusions, PSHE, SEND and sixth form provision.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding documentation including pre-employment checks on staff.
- Inspectors observed behaviour in lessons and around the school. Inspectors held formal and informal discussions with groups of pupils from different year groups.
- Inspectors considered responses to Ofsted's online survey of parents' views, and to Ofsted's online surveys for staff and pupils.

### **Inspection team**

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