

INSPECTION REPORT

CARDINAL HEENAN CATHOLIC HIGH SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 108095

Headteacher: Miss E A Cox

Reporting inspector: Dr Kenneth C Thomas
3390

Dates of inspection: 14 – 16 January 2002

Inspection number: 192125

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 – 16 years
Gender of pupils:	Mixed
School address:	Tongue Lane Meanwood Leeds
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Rev J Walsh
Date of previous inspection:	November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cardinal Heenan Catholic High School is a voluntary-aided school for boys and girls aged 11-16 in the Diocese of Leeds and Leeds Local Education Authority. The school is about the same size as most other secondary schools, with 935 pupils on roll. The number of pupils on roll has increased by about 4 per cent since the last inspection, and the school is over-subscribed. Most pupils travel to school by bus, many from some distance. Because of this, the social and economic characteristics of the pupils are closer to the national picture than the immediate area might suggest. The proportion of pupils who are entitled to free school meals is broadly average. All but a small number of pupils are white. The proportion of pupils with English as an additional language is a bit higher than in schools nationally. Two pupils are at an early stage of English language acquisition, but otherwise all pupils speak English fluently. Apart from English, Polish is the main language spoken. The attainment of pupils coming into the school is wide-ranging but above average overall. The proportion of pupils with special educational needs is below the national average, while it is about average for those with statements. The school moved into new buildings in September 2000. This is the first voluntary-aided school in the country to be entirely rebuilt by means of the Private Finance Initiative. The school was recently identified by the DfES as one of Britain's 200 most improved schools.

HOW GOOD THE SCHOOL IS

This is a very good school. Good teaching is promoting good achievement and well above average standards in national tests and external examinations taken at the end of Year 9 and Year 11. The sense of community is very strong and relationships are very good. The leadership and management team of the school is very effective, and well supported by the governing body. The excellent accommodation provides a stimulating and purposeful environment in which to learn. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards of attainment are well above average in almost all subjects.
- Good teaching prepares pupils well for external tests and examinations and achievement is good.
- Very good leadership and management are promoting very good standards in most areas of the work of the school.
- Pupils' attitudes are very good: they are keen to learn and contribute well to the sense of community in the school.
- Curriculum provision caters well for the needs of all pupils.
- Pupils are provided with very good care and support, and respond well to the good opportunities for personal development.

WHAT COULD BE IMPROVED

- Standards of attainment in science are not as high as they should be at the end of Year 11.
- The school does not meet the statutory requirement for the provision of information and communications technology, and not enough use is made of computers to support teaching and learning in many subjects.
- The length of the teaching week is significantly below the recommended time for Years 7 to 11.
- Not enough use is made of the library as a resource to support teaching and learning. The number of books is inadequate for a school of this size.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in November 1996. The school is oversubscribed and pupil numbers have risen since the last inspection. Standards, reported to be above average at the last inspection, have risen and are now well above average. National Curriculum tests results have improved at a faster rate than results nationally. GCSE results have improved at the same rate as the national trend, although results in science show an overall decline since the last inspection. Good teaching continues to be a strength of the school. The school now occupies new buildings, which provide excellent accommodation for teaching and learning. The school has tackled the two key issues identified for action in the last report. There is now a close link between financial planning and school improvement planning, and teaching and learning in art in Years 7 to 9 has improved. Appropriate targets are set, and the school has good capacity for further improvement.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in National Curriculum tests, taken at the end of Year 9 in English, mathematics and science, have been rising at a faster rate than results nationally over the past four years. In the 2001 tests, both the overall results and the results in English were well above average in comparison with all schools, and very high in comparison with similar schools. Results in mathematics were above average in comparison with all schools and well above average in comparison with similar schools, while results in science were well above average both in comparison with all schools and similar schools. Although boys achieved slightly better

results than girls in mathematics and science, there was little difference in boys' and girls' results in English. Comparisons of standards of attainment on entry with the results obtained in end of Year 9 national tests show that achievement is good in English and mathematics and satisfactory in science.

Inspection evidence is consistent with the national test results in English and mathematics, but not in science where standards are judged to be closer to average rather than above. Results in GCSE examinations have been rising at about the same rate as the national trend. In 2001, the proportion of pupils gaining at least five A*-C grades was well above average in comparison with all schools and very high in comparison with similar schools. Results in English and mathematics were significantly above average and represented good progress and achievement from the end of Year 9. Results, in science, however, were significantly below average and pupils did not achieve the standards of which they are capable. Pupils with special educational needs achieve well. In 2001, virtually all pupils gained five or more GCSE grades in the A*-G range. The few pupils with English as an additional language are also achieving well. Appropriate GCSE targets have been set for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive in their attitudes to the school and their work. They show very good commitment and maturity, and respond positively to the many opportunities the school provides.
Behaviour, in and out of classrooms	Very good. The school is a calm, relaxed but purposeful place in which to study and learn. Almost all pupils are respectful and friendly. The number of exclusions is average for a school of this size.
Personal development and relationships	Relationships are very good. Pupils show a mature regard for each other and for their teachers, and a high degree of involvement both in their work and in school life generally.
Attendance	Consistently above average. The school makes strenuous efforts to maintain good levels of attendance.

The ethos for learning is very good and based on very good relationships throughout the school. Pupils are very positive about what the school offers them and they appreciate the good teaching. They develop well as young people aware of their responsibilities in the wider community. These features are evident right across the school, from the youngest to the oldest.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good in the core subjects of English and mathematics. Particular strengths of teaching are in teachers' very effective use of their subject knowledge to give clear explanations and guide pupils' learning. Lessons are very orderly because classroom management is very good. Teachers' planning takes careful account of the needs of national tests and external examinations, and this promotes good achievement. Lesson planning is a

weakness in science where teaching is unsatisfactory overall. Low expectations and inappropriate lesson activities that fail to involve pupils in their own learning contribute to underachievement in science at the end of Year 11.

Good use is made of opportunities to improve pupils' literacy and numeracy skills in many subjects. Pupils are provided with many opportunities to develop their reading, writing, listening and numeracy skills. Nevertheless, there are not enough opportunities to develop their confidence in speaking in more formal situations. Lesson planning in timetabled information and communications technology (ICT) lessons is good, and this helps pupils to develop their computing skills. However, not enough use is made of computers to support teaching and learning in many other subjects. Planning for pupils with special educational needs (SEN) is very good; they learn well across the full curriculum. Extra learning activities are provided for gifted and talented pupils. Pupils' work is regularly checked and marked in line with the school policy in most subjects. However, marking in science does not provide pupils with clear guidance on the standard of their work and what they have to do in order to improve. Satisfactory use is made of homework to consolidate and extend pupils' learning in most subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, with very good opportunities for pupils' personal development. Provision for ICT does not meet statutory requirements. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Provision is well organised and carefully monitored. Well-constructed individual education plans give good support to pupils' learning.
Provision for pupils with English as an additional language	Two of the 19 pupils with English as an additional language are at an early stage of language acquisition. The school is providing these pupils with good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual and moral development are very good and central to the ethos of the school. Provision for social development is very good, and that for cultural development is good.
How well the school cares for its pupils	The school pays great attention to the care of its pupils. Progress is monitored systematically and the use of personal targets is helping pupils improve. Health and safety procedures are very good. The school provides a highly supportive environment in which to learn.

The curriculum is broad and balanced and caters well for the needs of all pupils. The requirements of the National Curriculum are met, except for the provision of ICT. Provision for modern foreign languages is very good. All pupils follow a GCSE course in modern foreign languages successfully, and some are able to study two languages. Achievement opportunities have been widened in Years 10 and 11 by the successful introduction of short GCSE courses in ICT and electronics. A very good range of extra-curricular activities enriches the curriculum, and many activities provide appropriate challenges for gifted and talented pupils. A very good programme of support and guidance, related to pupils'

personal and academic development, helps them to make good progress in all aspects of school life. The school's strategy of individual target setting is well supported by the effective use of assessment. The weekly teaching time of 23 hours and 20 minutes is significantly below the 25 hours recommended by the government.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Fresh and energetic leadership with a clear sense of vision is committed to raising achievement and helping pupils to make the most of their opportunities.
How well the governors fulfil their responsibilities	They provide good support and fulfil almost all of their statutory responsibilities. Governors are becoming more effective in questioning and supporting the work of the school and the departments to which they are attached.
The school's evaluation of its performance	Very good, with exemplary monitoring and evaluation at all levels of performance and of pupils' progress.
The strategic use of resources	The development plan provides a clear framework for spending priorities. Good use is made of the school's resources. Non-teaching staff give valuable support.

Leadership of the school is very effective and there is a strong commitment to improving standards. The school is well advanced as a self-evaluating organisation, and has a good grasp of its strengths and weaknesses. Since the appointment of the headteacher, more rigorous procedures for monitoring and evaluating performance have been introduced. These are enabling development planning to be more sharply focused on key areas for improvement and helping to ensure best value in the use of the school's resources. Financial planning is very good and the principles of best value are applied in all spending. External grants and other resources are used efficiently. Strategic planning is very good. The school has been provided with excellent accommodation through the Private Finance Initiative and this is being used effectively to provide a stimulating learning environment. However, the library is under-used as a resource to support teaching and learning. As a Beacon School, the school has shared its expertise with a wide range of schools and other organisations, both in the United Kingdom and abroad.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The hard work expected from their children to achieve their best. • The good teaching and good progress their children are making. • How well pupils behave and the way the school helps them to become mature and responsible. • How well the school is led and managed. • Their children like coming to school. • How comfortable they feel about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • Some parents feel the range of extra-curricular activities could be extended. • Some parents feel that they do not get enough information on how their children are getting on. • Some parents feel that there is too little homework, others that there is too much. • Some parents feel the school could work more closely with them.

Parents are very supportive of the school and inspectors endorse their positive views. Some parents have mixed feelings about the closeness with which the school works with them and the information it provides. Inspectors found that the school strives hard to communicate with parents: through very good annual reports, regular newsletters and the use of the pupil planners, they receive comprehensive information on the school and the progress their children are making. Homework is set regularly in most subjects, and homework tasks are generally used to consolidate and extend pupils' learning. The school provides a very good range of extra-curricular activities, but participation is restricted by the need for large numbers of pupils to catch buses at the end of the school day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are well above average in almost all subjects.

1. National Curriculum tests taken in the last year of primary education, at the end of Year 6, show that pupils enter in Year 7 with standards of attainment that, although wide ranging, are above average overall. The school does well by its pupils by the time they reach the end of Year 9 and has made good progress with its targets. This is seen in the results of the National Curriculum tests, taken at the end of Year 9, which have been rising at a faster rate than results nationally. In the 2001 tests, the overall results were well above average in comparison with all schools. The results were very high and in the highest five per cent when compared with similar schools, based on pupils' entitlement to free school meals. Results in English were well above average nationally, and again in the highest five per cent in comparison with similar schools. Results in science were well above average, both in comparison with all schools and similar schools. Results in mathematics were above average in comparison with all schools, and well above average in comparison with similar schools. Comparison of the 2001 test results at the end of Year 9 with the results of the same pupils in the tests taken at the end of Year 6 shows that they have made good progress.

2. In the 2001 tests, girls outperformed boys in English, while boys outperformed girls in science and mathematics. However, there are no consistent differences in the performance of girls and boys. Boys' results are particularly good, and the rate of improvement in their results over the past four years has been faster than that of girls. Over the same period, boys' results have also been consistently above the boys' national average by a greater margin than girls' results have been above their national average. The 2001 teacher assessments show above average attainment by the end of Year 9 in art, design and technology, geography, history, ICT, modern foreign languages and music, and average attainment in physical education. Inspection evidence is consistent with test results and teacher assessments, and indicates that pupils achieve well in all subjects other than science. In science, the evidence indicates that standards in Years 7 to 9, although consistent with expectations, are not as high as those in other subjects.

3. GCSE results show continued improvement over the past four years and have been rising at the same rate as results nationally. The school has made good progress with its GCSE targets, which are well above the national average. Over the past four years, pupils have achieved very well in comparison with schools nationally and similar schools. This is reflected in the GCSE average points score, which has been consistently well above average both in comparison with all schools and with similar schools, based on pupils' entitlement to free school meals. In the 2001 GCSE examinations, the school achieved the highest average GCSE points score by a Leeds comprehensive school. In comparison with schools nationally, the proportions of pupils gaining five or more higher A*-C grades and five or more A*-G grades were well above average and very high, in the highest five per cent, when compared with similar schools. All pupils gained one or more A* - G grades, which placed the school in the highest five per cent of schools nationally and well above average in comparison with similar schools. These results represent overall good progress and achievement from the end of Year 9. This is reflected in the comparison of the school's results with similar schools based on pupils' prior attainment, and shows the results to be well above average.

4. Results in the 2001 GCSE English, English Literature and mathematics examinations were well above the national averages and better than those the school achieved in 2000. However, results in science were significantly below average, and comparison of pupils' results in science with the results the same pupils obtained in other subjects shows that their achievement in science was below expectations. Standards are particularly good in business studies, geography and history, and this is reflected in GCSE results in these subjects that are consistently well above average. All pupils are entered for the GCSE examination in either French or Spanish, and some pupils are entered for both languages. In 2001, results in French were well above average, and they were above average in Spanish. These results are particularly notable because the proportion of pupils entered for a modern foreign language is much larger than in most comprehensive schools. Results in design and technology, ICT and music were above average. Results in art were average, though they were affected by the long-term absence of staff through illness.

5. The overall results of both boys and girls are well above their respective national averages. However, girls regularly outperform boys in the GCSE examination. This is consistent with the difference in performance between boys and girls observed nationally. Nevertheless, the school has been working hard to improve the standards of boys, and the 2001 results show a significant improvement in the performance of boys with a much narrower gap between the performance of boys and girls.

6. In 2001, as in most years, all pupils on the SEN register achieved five or more A*-G grades in the GCSE examination and many achieved five or more A*-C grades. These results represent good progress and achievement by these pupils. Similarly good progress is made by the few pupils with English as an additional language, all of whom achieved comparable results with their peers.

7. Standards of literacy are well above average. The majority of pupils enter the school with a good knowledge of language and an understanding of how it works. The English department builds on these good standards through the effective use of strategies from the National Framework for English. This good work is well supported by other subjects, where the development of literacy skills is increasingly recognised as a key factor in the further improvement of standards across the curriculum. The school has sensibly chosen to concentrate on the more advanced skills that pupils need in order to maintain and extend their high standards. There is an emphasis on teaching the technical language needed in each subject. Many teachers have also developed structured approaches to teaching pupils about the specific features of different styles of writing.

8. The success of this approach can be seen in the objective way in which pupils analyse their own and other authors' writing, and this benefits both their reading and writing skills. Reading and comprehension skills are well above average, and pupils can read below the surface of texts for different layers of meaning. In English, they have the confidence to analyse difficult poetry and come up with their own ideas about the poet's message. During the inspection, some very sophisticated and thoughtful comparisons of poems were seen from Year 8 pupils onwards. By Year 11, this kind of work shows a very good understanding of how form and content are linked, and pupils are able to analyse how poets and writers use language and structure to achieve their effects. High order reading skills are used to carry out research and investigation in, for example, business studies, geography, history and mathematics.

9. This level of sophistication is also evident in pupils' writing. In creative and imaginative writing, high attaining pupils are able to use a range of devices to engage and sustain the interest of their readers. Even low attaining pupils are willing and able to explore both narrative writing and a range of non-fiction styles at some length. Writing is used for a variety

of purposes in most subjects. Pupils are given the opportunity to write evaluations in geography and history, and investigative reports in business studies, science and geography. Spelling and punctuation skills are good, and pupils take pride in the presentation of their work.

10. Work in the mathematics department lays the foundation for the development of pupils' number skills, which are well above average. Pupils have very good mathematical data-handling skills and very good number and calculation skills. Their algebraic skills are strong, and their understanding of shape and space is also very good. Pupils are able to apply their mathematical skills in other subjects, such as business studies, design and technology geography and science. Pupils are able to calculate results to a required degree of accuracy and understand estimation and errors. Numerical skills are used effectively in design and technology. In a Year 11 food technology lesson, for example, pupils made good use of their estimation skills in a mock "sandwich-making production line". In art and design and technology, pupils are able to measure accurately and make good judgements about the size and proportion of objects. Pupils in all years are keen to discuss methods and answers to problems in order to improve their work.

11. Above average standards were observed in most subjects throughout the school. In a Year 9 geography lesson, for example, pupils demonstrated a good grasp of geographical concepts in their study of climates and environments. Pupils in a Year 11 lesson demonstrated quite a sophisticated understanding of the inter-related factors that have led to tourism being of increased importance to national economies. Pupils in Year 9 demonstrate good historical knowledge and can interpret events in terms of their causes and effects, for example, when discussing the Treaty of Versailles from the standpoints of different countries. In modern foreign languages, most pupils achieve well above average standards. Their oral skills are good, and pupils are able to answer questions in the foreign language. Pupils do well in project work and coursework, and this is exemplified in their coursework in business studies. High standards are achieved in the wide range of extra-curricular activities the school offers. These include, for example, high quality recordings by the Madrigal Group, music and drama productions, inter-school quizzes, engineering competitions and a variety of individual and team sports.

Good teaching prepares pupils well for external tests and examinations and achievement is good.

12. The good quality of teaching noted in the previous inspection report has been sustained. The overall quality of teaching is good both in Years 7 to 9 and in Years 10 and 11. This makes a substantial contribution to the success of pupils. The finding that teaching is good endorses the view of 95 per cent of parents who responded to the pre-inspection questionnaire agreeing with the statement that teaching is good. Where teaching is very good, varied and challenging learning activities capture the interest of pupils and stimulate thoughtful responses. There is slightly more teaching of this quality in the upper years. In one excellent history lesson in Year 11, teaching was imaginative, well paced, lively and productive. This enabled pupils to consolidate and extend their knowledge and understanding. Lesson planning takes careful account of the needs of external tests and examinations, and this promotes good achievement, particularly in English and mathematics. However, the overall quality of teaching in science is unsatisfactory, and this is having an adverse effect on achievement in the subject. Teachers' planning in science does not pay enough attention to the learning needs of individual pupils and this limits the progress that all pupils are making.

13. Teachers have good subject knowledge, which underpins confident teaching. This, together with very good classroom control and management skills, helps to create a purposeful learning atmosphere in lessons. Pupils know that they come to school to work hard. This view is supported by parents, with 97 per cent of those who responded to the pre-inspection questionnaire agreeing that the school expects their children to work hard and achieve their best. Pupils respond well to this learning environment, resulting in high productivity in lessons. This was well illustrated in a very good Year 11 food technology lesson, where pupils made very good gains in understanding quality control procedures in the making of cook-chill foods. Lessons are well planned to build systematically on pupils' knowledge, understanding and skills. This was a feature of a Year 9 English lesson on the first scene of Macbeth, for example, where carefully structured activities encouraged all pupils, and particularly boys, to express ideas and build on each other's contributions. In the best lessons, pupils at all levels of attainment are well challenged, and this promotes their interest and enthusiasm. This is a particular feature of teaching in modern foreign languages, where pupils develop increasing maturity in their learning and demonstrate the ability to work on their own initiative. This was seen, for example, in a very good Year 11 Spanish lesson, where pupils were able to hold quite fluent conversations in the foreign language about their film preferences.

14. The skilful use of questioning to consolidate and extend pupils' learning was a particular feature of the excellent lesson observed in history. In this Year 11 lesson on Apartheid in South Africa, it was possible to see pupils' intellectual effort increase as the teacher showed them that their contributions were valued. The teacher skilfully probed beyond the initial response and encouraged pupils to extend and reformulate their answers. As a consequence, pupils began to link information and to see the inter-related nature of events, even when such events were separated in time and place. Very good use of questioning was also observed in a Year 11 ICT lesson where skilful probing enabled the teacher to identify gaps in pupils' understanding of spreadsheets. Skilful questioning used to probe and develop pupils' understanding is a feature of much of the teaching of mathematics. Often this leads to the confident application of mathematical formulae as, for example, in a Year 11 lesson on simultaneous equations. In Spanish and French, a lively teaching manner successfully communicates the enjoyment of using a foreign language. In geography, pupils learn well because teachers ask well-focused questions to emphasise main points and draw on their subject knowledge to give clear explanations to extend pupils' learning. In many lessons, however, there are too few opportunities to pause for consolidation and reflection, to open out discussion into whole class debate, or to adopt a style that encourages pupils to offer opinions. In these lessons there is too much emphasis on the transmission of information, and pupils are not given enough opportunity to express their ideas and challenge each other's thinking. This contributes to the undue self-consciousness that many pupils display when speaking in more formal situations.

15. Good attention to the teaching of literacy and numeracy makes a significant contribution to pupils' achievement in external tests and examinations. The English department lays a very good foundation for the development of literacy skills, and most teachers have a good awareness of the importance of developing these skills. There are, for example, opportunities for pupils to plan, draft and rewrite their own work in English, geography, history and business studies. Support for the development of pupils' writing skills through the use of key words is provided in, for example, English, mathematics, design and technology and music. Pupils develop their numerical skills in many subjects. The mathematics department has concentrated on implementing the National Numeracy Strategy in Years 7-11, with the 'three-part' lesson structure firmly established in teachers' planning. Oral and mental work feature prominently in many lessons. Teachers place a strong emphasis on pupils using the correct mathematical vocabulary, backed up by 'key

words' displayed around each room. An increasing proportion of lessons conclude with the effective summary and consolidation of what pupils have learnt. Numeracy is also developed through measuring and judging proportion in art and design and technology, and in interpreting data in geography, business education and science.

16. The school's strategy of individual target setting is well supported by the effective use of assessment. Pupils' work is marked regularly, and marking is linked to National Curriculum levels and GCSE grades. This, together with good feedback, provides pupils with a clear understanding of the standard of their work and what they must do in order to improve further. Marking is particularly effective in business studies, where GNVQ assessment procedures have been adapted to provide pupils with methodical feedback on the strengths and weaknesses in their GCSE coursework. This practice makes a significant contribution to pupils' achievement in the subject. Teachers use assessment well in most lessons to identify gaps in understanding and to provide individual support. Homework is well used to consolidate and extend pupils' learning. Homework is usually relevant and constructive in preparing pupils for the following lessons.

17. The teaching of pupils with special educational needs (SEN) is very good, and they achieve well as a result. These pupils are mostly taught in normal classes with additional support provided when appropriate. This support is provided by trained teaching assistants and is effective. Because teachers are aware of the general targets in pupils' individual education plans and take account of these in lesson planning, pupils with SEN make good progress in lessons. For example, the effective use of small-group work and role-play in one Year 9 English lesson enabled a class of lower attaining pupils, with many on the SEN register, to make good progress in understanding the language of Shakespeare. Pupils with SEN also made good progress in a Year 9 mathematics lesson on the area of triangles because the teacher had taken account of the targets in their individual education plans in planning the lesson activities. The two pupils at an early stage of acquiring English as an additional language are making good progress. The SEN co-ordinator works with these pupils individually and provides practical ideas to help subject teachers support their learning when they are in normal lessons. Teaching assistants are also deployed to support these pupils whenever possible.

Pupils' attitudes are very good: they are keen to learn and contribute well to the sense of community in the school.

18. A real strength of the school is the very positive attitudes pupils have towards both their lessons and the school. This makes a significant contribution, not only to the standards being achieved, but also to the sense of community in the school. Pupils work, study and play well together, and are prepared to listen to and show respect for the views of others. The mutual respect between teachers and pupils is a significant contributory factor in the good progress that pupils are making. Pupils want to succeed because they want to do well for their teachers. Attendance is above average, and the vast majority of pupils are keen to come to school and to do well. Parents' highly positive views, expressed both through the questionnaire and the meeting for parents before the inspection, confirm these findings. Pupils show that they are keen to learn and make very good efforts to achieve their learning goals. They sustain concentration, respond well to challenges and are prepared to persevere when work is difficult. Pupils listen attentively in lessons, concentrate on the tasks set, and are keen to respond to teachers' questions. This was evident in a Year 9 Spanish lesson, for example, where pupils sustained their concentration throughout the whole 70-minute period and showed clear enjoyment in the range of oral work and competitive learning games used in the lesson. Pupils are willing to help each other in lessons and show consideration towards those with disabilities. Although not given enough opportunities to show initiative, on

the occasions when they are, pupils show that they are able to take responsibility and to work effectively in small groups. The positive attitudes that pupils develop are seen in the high percentage of pupils, about 85 per cent, who continue into post-16 education.

19. The high quality of the accommodation and very good displays of pupils' work in classrooms enhance the school ethos. Pupils show respect for the accommodation and the displays. There is no evidence of graffiti on any of the school buildings and very little litter in the public areas after breaks. Pupils use the art, music and computer rooms, workshops and laboratories responsibly, and are very conscious of safety needs when engaged in practical activities.

20. The very good attitudes of pupils can be seen in the way they respond to the school's high expectations for behaviour. These are clearly understood and behaviour is very good. This finding endorses the view of 90 per cent of the respondents to the parents' questionnaire, who agreed with the statement that behaviour in the school is good. The large majority of pupils are polite, helpful to visitors and show respect to each other and to their teachers. The school is an orderly community, and conduct around the school is good at lesson changeover times. Pupils also enter and leave morning assemblies in a calm manner. They queue patiently when waiting to enter the dining hall and to board buses at the end of the school day. The school makes strenuous efforts to support pupils and avoid the need to use exclusion from school as a sanction. Nevertheless, the behaviour of a small number of pupils is such that it inevitably leads to exclusion from school. As a result, there were two permanent exclusions and 47 fixed period exclusions during the last school year. Both figures are about the same as the number of exclusions found in secondary schools of similar size. The school takes a serious view of bullying, and the procedures for dealing with incidents of bullying are included in the staff handbook. Parents at the pre-inspection meeting stressed that the school is keen to be alerted at an early stage if any incidents occur, and some gave examples of the speed with which the school had dealt with problems. Pupils interviewed during the week of the inspection also reported that occasional incidents of bullying had been dealt with effectively by the school, and were confident that any future incidents would also be dealt with effectively.

Very good leadership and management are promoting very good standards in most areas of the work of the school.

21. The headteacher is providing the school with very good leadership. Having been appointed to the post in September 2001, she already demonstrates a detailed knowledge of the school and the community it serves. In the search for improvement, the headteacher has brought to the school a willingness to embrace new ideas and more rigorous procedures for monitoring and evaluating performance. She is well supported by her acting deputies and other members of the senior leadership team.

22. The aims of the school are reflected well in its work. The school has a strong positive atmosphere and provides a well-ordered learning environment in which pupils' attitudes, attainment and personal development are all very good. All members of the senior leadership team have clear line management responsibilities for subject departments, and meet with heads of department on a regular basis to review progress towards targets. These review procedures are firmly embedded in the school's self-evaluation processes, providing the senior leadership team, and others with leadership responsibilities, with a very

clear picture of the school's strengths and weaknesses. The school's commitment to improvement is underpinned by the increasing rigour with which the school monitors and evaluates pupils' progress and attainment. This approach is helping to ensure that planning is very well organised, systematic and well focused on maintaining and improving standards.

23. Substantial progress has been made over the past four years in the collection and use of assessment information. The school has established a comprehensive database, and detailed analyses of assessment information are carried out. Exemplary use is made of this information to monitor the performance of departments and the progress of pupils. This information is presented to heads of department, who are required to explain performance and to use the information in planning teaching and learning. The process is highly rigorous and enables the school to focus sharply on any areas of underperformance. One recent example of the effective use of assessment information has been in the successful implementation of strategies to improve the performance of boys. The school has also identified under-achievement in science at the end of Year 11 as a priority concern, and is implementing strategies to tackle this. Target setting is being used effectively to raise standards. It is well established in Years 10 and 11 and has now been extended to include Years 7 to 9. Parents at the pre-inspection meeting were particularly appreciative of this, as it provides both pupils and parents with clear information on the standards being achieved and what needs to be done in order to improve.

24. Governors have high expectations of the school and are conscientious in carrying out their responsibilities. The school made a vigorous response to the previous inspection report and has made good progress in overcoming the few weaknesses identified at that time. The DfES recently identified the school as one of the 200 most improved schools in the country. With the encouragement and support of the headteacher, they are becoming more effective in questioning and supporting the work of the school and the departments to which they are attached. They are closely involved in budget planning and have a very good sense of best value in spending. Statutory requirements are met except for the provision of ICT. Governors are vigilant about health and safety, and satisfactory arrangements are in place for child protection. They work closely with the headteacher and senior staff, and are highly committed to helping the school to do its best for its pupils and the local community.

25. The school has made significant improvement since the last inspection. It has shown considerable enterprise in being the first voluntary aided school in the country to be completely rebuilt under the Private Finance Initiative. Through its Beacon School initiatives, the school is sharing its expertise with a variety of schools and other organisations both in the UK and from abroad. These activities have included the school's experiences with the Private Finance Initiative, initial teacher training, the training of teaching assistants and accreditation of their competencies to NVQ Level 3 and the use of target setting to raise standards. The school now occupies excellent modern accommodation in which the imaginative use of space provides a stimulating and purposeful atmosphere for teaching and learning. However, due to its popularity, the school is already finding that there is a shortage of classrooms. The dining hall is too small for the number of pupils, and it is estimated that an additional four classrooms are needed for the school to be able to develop further.

26. The overall quality of leadership and management provided by most heads of department, heads of year and subject co-ordinators is good. They lead by example and provide good role models for teachers within their teams. The co-ordination of SEN is very

effective, and ensures that pupils with special needs and English as an additional language are provided with very good support. This is having a positive effect on achievement. Non-teaching staff are very committed to the pupils, school and community, and make a valuable contribution to the ethos of the school.

Curriculum provision caters well for the needs of all pupils.

27. The quality and range of learning opportunities are good for all age groups. The curriculum is broad and balanced. It caters for the needs and aptitudes of all pupils and offers good opportunities for personal development in all years. All National Curriculum subjects are taught, together with religious education, personal and social education. These subjects provide a good range of appropriate and stimulating activities. Pupils are provided with equal access and opportunities to learn. For example, a pupil who uses a wheelchair is able to reach all areas of the school and so is able to attend lessons in all subjects.

28. The curriculum in Years 7 to 9 builds on the very good links with the primary schools, particularly in English and mathematics. It is intended that the National Curriculum requirement for ICT in Years 7 to 9 is met by a mixture of specialist teaching, in modules taught as part of the design and technology area in Years 7 and 9, and through the use of computers in other subjects. Although good use is made of ICT in a few subjects, such as modern foreign languages, for example, not enough use is made of computers in most other subjects and as a result pupils do not receive their full entitlement to ICT. Pupils are taught in mixed attainment groups in most subjects in Year 7. Setting based on attainment is introduced in mathematics in Year 7 and then in English and modern foreign languages in Year 8. Setting is used in most subjects in Year 9. In Years 7 to 9 about half of the pupils study French with the other half studying Spanish. The choice of language is based on parental preferences.

29. The school has made good progress in developing the curriculum for Years 10 and 11 since the last inspection. At the end of Year 9, pupils now have a wider range of subjects from which to choose, and the school provides good opportunities for all pupils to be included in the curriculum it offers. All pupils, regardless of gender, are able to follow any course leading to GCSE, and the school actively encourages boys and girls to specialise in subjects that are typically gender biased. The school does not prohibit lower attaining pupils from taking any subject if they wish, and it provides appropriate support to help those pupils succeed. Schemes of work in all subjects address the needs of all pupils, including those who are recognised as being gifted and talented. In addition to the core GCSE courses in English, mathematics and science, all pupils, including those with SEN, study design and technology and either French or Spanish. Pupils with particular interest and aptitude have the opportunity to study both foreign languages. Achievement opportunities have been widened through the successful introduction of short GCSE courses in ICT and electronics, and more pupils are able to take English Literature as a GCSE subject. Nevertheless, at present all pupils do not receive their full entitlement to ICT. The school has successfully introduced intermediate GNVQ courses in business and health and social care, and is now investigating the possibility of extending provision to include GNVQ courses in ICT and in leisure and tourism. The school also uses the Award Scheme Development and Accreditation Network (ASDAN) for groups involved in vocationally orientated courses. These courses have provided a strong motivation to the pupils involved.

30. Provision for pupils with special educational needs is well organised. Through very good liaison with the primary schools, the school has a good knowledge of pupils' needs before they enter the school in Year 7. The individual education plans of these pupils are well constructed to ensure that the support they are given matches their needs. Teaching

assistants are well deployed and provide effective support in lessons. This makes an important contribution to pupils' achievement, which is consistently very good in relation to the targets contained in their individual educational plans. All staff are aware of these pupils and the targets in their individual education plans, and this is an important factor in the very good progress that these pupils are making.

31. The school provides a very good range of extra-curricular activities in which a large number of pupils participate. The range of activities offered by the school not only enriches the curriculum, but also extends the range of opportunities for pupils to achieve. Some pupils are, for example, able to take GCSE Latin as an extra-curricular activity. There are special interest clubs and visits to theatres, museums and other centres of interest. These all aim to raise standards by extending the development of skills and understanding beyond the standard curriculum entitlement for all pupils. The range of extra-curricular activities include residential activities, participation in the Diocesan Lourdes Pilgrimage, retreats, outdoor pursuits, public speaking, media work, art club, drama productions, trips abroad and a commitment to various local, national and international charities. There is a strong and developing partnership with Sylvia Wright's school for deaf children in Southern India. High standards are achieved in extra-curricular music activities, particularly in singing. There is a comprehensive range of sporting activities and teams. Individuals play in all major games for both boys and girls, and are entered in local, regional and national competitions. A wide range of internal competitions is held, together with non-competitive activities, and these are well attended. Pupils are also provided with opportunities to travel abroad. There are school camps and visits to Austria, Spain and France.

Pupils are provided with very good care and support and respond well to the good opportunities for personal development.

32. Provision for personal development and the care the school provides for pupils are important factors, not only in the academic success that pupils achieve but also in the very positive way in which they respond to what the school has to offer. The school is a caring institution, and concern for the care and support of pupils is central to its ethos. Continuity in care is a feature of the school pastoral system, which is based on the role of form tutors and heads of year. Pupils are well known by their tutors and receive very good care and support.

33. Care and support for pupils begin at the time of transfer from primary school. Parents and pupils alike say that transfer arrangements are effective and that the school has very good induction procedures for pupils and their parents. From Years 7 to 11, pupils are in contact with their tutors twice a day for morning registration, prayer and assembly and for afternoon registration. The great majority of pupils remain with the same tutor as they move up through the school. This extended contact enables tutors to develop a very good knowledge of individual pupils and their particular social and educational needs. This knowledge underpins the school's provision for pupils' personal development, which is a strength of the school. Heads of year and their deputies play an important role in ensuring continuity in care, and provide good support for form tutors. Heads of year meet regularly with the tutors to discuss and monitor individual pupils' academic and social progress. Annual reviews carried out by heads of year monitor a variety of indicators to evaluate the effectiveness of the pastoral system and to target additional support. These reviews include information on attendance, punctuality, the merit system, effort grades, mentoring support, incidents of misbehaviour, inclusion room referrals and exclusions. Heads of year meet regularly with members of the senior leadership team, staff from Catholic Care, education welfare officers and representatives from other external support agencies. Although the form tutor is the first point of contact with home, heads of year are also in close contact with parents when pupils need additional support. The excellent "pupil planner" is a key

mechanism in harnessing the support of parents in the day-to-day monitoring of homework, effort and behaviour. As a consequence, all pupils are provided with very good support as they move through the school. The quality of this provision makes a significant contribution to pupils' progress and achievement. The school's very good links with the careers service, local employers, further and higher education ensure continuity at the time pupils leave school.

34. A particular strength of the school is the attention paid to the analysis of examination and test results. The system is based on the transfer of information from the primary schools, particularly the results of the National Curriculum tests taken in the last year of primary education. This information is used to predict National Curriculum levels at the end of Year 9 and to monitor each pupil's progress towards their targets. The same method is applied to Years 10 and 11, with Year 9 National Curriculum test information used to predict GCSE grades. There are careful procedures for assessing and monitoring pupils' progress, and pupils are left in no doubt about their levels of attainment and targets. This is particularly strong in the two years leading up to the GCSE examination. Excellent use is made of the pupil planner to involve pupils and parents in target setting. Pupils are required to write their targets in the planner, together with a simple action plan for each GCSE subject. Teachers approve pupils' action plans and initial the planner, which is then agreed and signed by a parent. Form tutors and subject teachers are able to check with pupils how well they are doing and whether they are doing well enough. The value of this is that pastoral and curriculum teams work closely together to support pupils' progress. Parents at the pre-inspection meeting were particularly appreciative of this procedure.

35. The school has systematic procedures for the identification and assessment of pupils with SEN. Individual education plans are carefully prepared, and pupils' progress in relation to the targets specified in them is closely monitored. Detailed records of pupils' progress are maintained by the SEN co-ordinator, and all annual reviews of statements of SEN are well documented. The SEN co-ordinator ensures the early identification of the needs of pupils with English as an additional language. Two pupils who are at an early stage in the process of English language acquisition are being provided with effective support and are making good progress.

36. Provision for spiritual and moral development is very good. Religious education is a clear strength of the school and makes a significant contribution to pupils' spiritual and moral development. A prayer and the opportunity for reflection were provided in all of the assemblies observed during the inspection, and pupils responded thoughtfully and respectfully. Assemblies contribute well to pupils' moral development, and teachers provide good role models. Teachers have high expectations of pupils and generally show them respect. However, during the inspection there were two instances where the considerable over-reaction by a teacher to a relatively minor misdemeanour led to a confrontation with a pupil. Nevertheless, it is evident from Year 7 onwards that the school's traditions and expectations have a positive impact on the way that pupils conduct themselves and how they feel about themselves. Behaviour is very good around the school and in lessons, and positive behaviour makes a very good contribution to the progress that pupils make. As well as contributing to school life, pupils are involved in work within the community and in fundraising and charitable work. Pupils regularly raise funds and donate clothes to support charities abroad.

37. The school makes good provision for pupils' cultural development. Pupils study the work of notable artists in art lessons and visit galleries. In music, they experience a great deal that is culturally rich through involvement in concerts and musical events as well as through their lessons. In English, pupils study the writings of authors from their own and other cultures, and have opportunities to take part in drama and to watch plays. Pupils

experience a range of cultures through trips and visits as well as through the curricular and extra-curricular opportunities that the school provides. Through modern foreign languages, they have the opportunity to study and experience different cultures on visits abroad.

38. In response to the school's provision for pupils' personal development and the level of care it provides, the large majority of pupils are polite, helpful and well mannered. They are keen to do well and are most supportive of the school. Both pupils and parents appreciate the education the school provides.

WHAT COULD BE IMPROVED

Standards of attainment in science are not as high as they should be at the end of Year 11

39. Results in the National Curriculum tests in science, taken at the end of Year 9, have risen since the last inspection. In 2000, the science results were average, and in 2001 they rose to be above average both in comparison with all schools and with similar schools. Comparison of standards of attainment in science on entry to the school in 1998 with the results obtained in 2001 shows achievement to be satisfactory. However, the school's analysis of performance shows that there is an element of underachievement at the higher grades. Too many pupils achieved only Level 5 when their earlier test results indicated that they were likely to achieve Level 6 or 7. Inspection evidence is consistent with the school's analysis and indicates that the overall standards of the pupils presently in Year 9 are not as high as the results of the national tests in 2001. There are several contributory factors here. For instance, there is not enough curriculum time to cover the programmes of study in appropriate depth; there are divided management responsibilities within the department, with no single member of staff having overall responsibility for science in Years 7 to 9. In addition, schemes of work are not detailed enough to meet the requirements of the recently amended National Curriculum and to provide the guidance needed to ensure that all pupils receive well planned teaching and rigorous assessment of their work. The National Curriculum targets set for Year 9 pupils in 2002 are below those set for 2001.

40. Results in the GCSE examination taken at the end of Year 11 have fallen steadily since the last inspection. In 2001, results in science were significantly below average, while the results in English and mathematics were significantly above. The science results were also below the results that the same pupils obtained in their other GCSE subjects. The science results should be higher. The senior leadership team is closely monitoring teaching and learning in science, and raising standards in Years 10 and 11 is the school's major improvement priority. A number of strategies have been implemented to raise standards. Advice has been sought from the local authority's school standards officer. An advanced skills teacher for science, who spends one day each week in the school, also provides consultancy advice. Visits are being made by science teachers to observe teaching in successful science departments in other schools. An action plan is being implemented, and challenging targets have been set for the 2002 GCSE examination. However, inspection evidence indicates that these strategies are having little impact as yet, and the standard of work of pupils presently in Year 11 is below expectations, given the standards that they achieved at the end of Year 9. Contributory factors here are that teachers do not have high enough expectations for the quality of pupils' work and learning activities do not stimulate and involve pupils. This is because the learning activities are not well matched to pupils' attainment levels and do not include enough investigative and experimental work. Further,

although science is taught as a combined subject, different teachers within the department hold responsibility for the separate science subjects of physics, chemistry and biology. Because of this, up to three teachers teach each group of pupils and there is a lack of accountability as no single person has overall responsibility for the teaching of science in Years 10 and 11.

The school does not meet the statutory requirement for the provision of information and communications technology and not enough use is made of computers to support teaching and learning in many subjects.

41. Provision for ICT has been much improved since the last inspection. There has been a major investment in computers and resources, and there is now a satisfactory ratio of computers to pupils. The school plan for the teaching of ICT in Years 7 to 9 is that the subject is taught as a module within design and technology. In Year 7, the module is taught for two periods a week for one term and then in Year 9 it is taught for four periods a week for one term. It is intended that ICT should be integrated in teaching and learning in other subjects and taught as a cross-curricular theme in Year 8 and the other two terms in Years 7 and 9. In Years 10 and 11 about a third of the pupils follow GCSE full and short courses in ICT. Again it is intended that the ICT entitlement of most pupils should be provided through the integrated use of computers in other subjects. There are examples of the effective use of computers in some subjects, such as English, mathematics and business studies. However, insufficient use is made of computers in most subjects. This is due to a mixture of over demand on the computer rooms, a lack of teacher expertise in the use of computers, and a lack of planning for use of computers in the schemes of work in some subjects. Ways of ensuring that all pupils have a coherent programme of ICT are in an early stage of development, and the school does not at present provide all pupils with their full National Curriculum entitlement.

The length of the teaching week is significantly below the recommended time for Years 7 to 11.

42. The school has a strong commitment to teaching and learning and to raising pupils' attainment in all subjects. The planned curriculum aims to provide pupils with a wide variety of opportunities to learn and to experience success, but there are some deficiencies in the way in which the timetable is organised. The teaching time of 23 hours 20 minutes, as at the time of the previous report, is significantly below the recommended 25 hours. Further, the teaching day is divided into eight 35-minute periods, with no time allowed for pupil movement between lessons. As a result, a certain amount of teaching time is lost at the start of lessons because it is impossible for pupils to arrive in time. Most lessons are taught as double periods and this has the advantage of minimising movement and providing a 70-minute period that is suitable for practical subjects. However, it is difficult to maintain pace and momentum for the whole 70-minute period in other subjects. For example, even in modern foreign languages where some of the best teaching is seen, it is difficult for pupils to sustain their concentration towards the end of the 70-minute period.

Not enough use is made of the library as a resource to support teaching and learning. The number of books is inadequate for a school of this size.

43. The library, although an attractive and welcoming area, is not being well used as a learning resource. It stands idle for a large part of the school day, and it contains too few books and other printed resources for a school of this size. Few subject teachers use it, and

even reading lessons in English tend to use collections of books in the classroom rather than the main library. The use of part of the space for ICT lessons further limits its use for independent learning and research. In addition, the responsibility for the library rests with a non-specialist, who has a much wider role in the school and consequently too little time to devote to what is a major developmental task.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to raise standards and the quality of education provided, the governors, senior leadership and staff of Cardinal Heenan Catholic High School, should:

- Raise standards in science by ensuring that:
 - * the department is provided with effective leadership and management;
 - * science teachers operate as a mutually supportive team dedicated to achieving excellence in science;
 - * the head of department implements rigorous procedures for monitoring and evaluating the work of the department so that strengths can be identified and shared and weaknesses can be tackled;
 - * expectations of pupils' achievements are raised and that lessons are planned so that learning activities challenge, stimulate and motivate pupils;
 - * more experimental and investigative work is included throughout the schemes of work in Years 7-11 and that coursework in Years 10 and 11 is organised and assessed more rigorously;
 - * more effective use is made of assessment information to structure teaching groups in Years 7 to 9 and to ensure that the curriculum and teaching are better matched to the needs of all pupils in Years 10 and 11;
 - * the curriculum time allocated to science in Years 7 to 9 is raised to a level closer to that found in most other schools.
- Raise standards in information and communications technology by:
 - * complying with the statutory requirements for the provision of ICT in Years 7 to 11;
 - * providing appropriate training to raise the levels of skill of all teachers and their awareness of how ICT can be used in their specialist subjects;
 - * ensuring effective planning for the teaching of ICT in all subjects;
 - * increasing access to the computers available for teaching and learning.
- Ensure that the length of the teaching week is closer to the government recommended time and that:
 - * the structure of the teaching day maximises the amount of time available for teaching;
 - * the length of teaching periods is suited to the needs of all subjects.
- Increase the use of the library as a resource for learning by ensuring that:
 - * responsibility for the library rests with a specialist who has the expertise to develop the library as a resource to support teaching and learning in all subjects;
 - * the use of the library is incorporated into the work of all subjects;
 - * the book stock is replenished so that there are sufficient books to support teaching and learning in all subjects, including adequate fiction stock to support pupils' personal reading;
 - * all departments request new books to match changes in subject syllabuses and schemes of work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	25	13	4	0	0
Percentage	2	27	42	22	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y7– Y11
Number of pupils on the school's roll	935
Number of full-time pupils known to be eligible for free school meals	121

Special educational needs	Y7– Y11
Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.6
National comparative data	8.1

Unauthorised absence

	%
School data	0.6
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year:	Year	Boys	Girls	Total
	2001	96	85	181

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	83	76	84
	Girls	74	60	65
	Total	157	136	149
Percentage of pupils at NC Level 5 or above	School	87 (75)	75 (81)	82 (73)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC Level 6 or above	School	67 (43)	51 (53)	49 (41)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	84	77	86
	Girls	76	57	64
	Total	160	134	150
Percentage of pupils at NC Level 5 or above	School	88 (80)	74 (81)	83 (75)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC Level 6 or above	School	64 (49)	53 (53)	50 (40)
	National	31 (31)	42 (39)	33 (29)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4 (Year 11)

	Year
	Boys
	Girls
	Total
Number of registered pupils in final year of Key Stage 4 for the latest reporting year	2001
	82
	97
	179

GCSE results 5 or more grades A* to C 5 or more grades A*-G 1 or more grades A*-G

	Boys
	55
	79
	85
Numbers of pupils achieving the standard specified	Girls
	70
	95
	96
	Total
	125
	174
	181
Percentage of pupils achieving	School
	70 (69)
	97 (93)
	100 (96)
the standard specified	National
	48 (47)
	91 (91)
	96 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results GCSE point score

	Average point score
	School
	48
Cardinal Heenan Catholic High School	23

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	19	100
	National	N/A	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	11
Black – other	8
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	3
White	891
Any other minority ethnic group	10

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	45	2
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

Y7– Y11

Total number of qualified teachers (FTE)	55.4
Number of pupils per qualified teacher	16.9

Education support staff:

Y7– Y11

Total number of education support staff	17
Total aggregate hours worked per week	479

Deployment of teachers:

Y7– Y11

Percentage of time teachers spend in contact with classes	70.7
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Average teaching group size:

Y7– Y11

Key Stage 3	25.4
Key Stage 4	22.0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	2466958.00
Total expenditure	2498084.00
Expenditure per pupil	2664.00
Balance brought forward from previous year	43410.00
Balance carried forward to next year	12284.00

Recruitment of teachers

Number of teachers who left the school during the last two years	8.2
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

747
557

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	47	7	2	0
My child is making good progress in school.	45	49	3	0	2
Behaviour in the school is good.	37	53	6	1	3
My child gets the right amount of work to do at home.	30	54	13	2	1
The teaching is good.	44	51	3	0	2
I am kept well informed about how my child is getting on.	32	47	17	2	2
I would feel comfortable about approaching the school with questions or a problem.	51	39	7	2	2
The school expects my child to work hard and achieve his or her best.	68	29	1	1	1
The school works closely with parents.	31	51	13	2	4
The school is well led and managed.	43	49	3	0	6
The school is helping my child become mature and responsible.	44	48	4	1	3
The school provides an interesting range of activities outside lessons.	31	42	15	5	7