

INSPECTION REPORT

ST CATHERINE'S RC SCHOOL FOR GIRLS

Bexleyheath

LEA area: Bexley

Unique reference number: 101478

Headteacher: Ms S Powell

Reporting inspector: Mr M Milton
1723

Dates of inspection: 7th to 9th November 2000

Inspection number: 223978

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 to 19
Gender of pupils:	Girls
School address:	Watling Street Bexleyheath Kent
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs B Denyer
Date of previous inspection:	November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Catherine's is a comprehensive school in a local education authority (LEA) that has selective schools. It has 744 girls, including 92 in the sixth form, and is below average in size for a comprehensive school. The percentage of pupils known to be eligible for free school meals is below the national average. About 10% of the pupils are from ethnic minority groups and the percentage of pupils for whom English is an additional language is small, and almost all are competent with English. The percentage of pupils with special educational needs is below average. Their needs include physical, behavioural, emotional and specific learning difficulties. The school takes pupils from Roman Catholic parishes over quite a wide area. Pupils' overall standards on entry are above average, although the school's numbers of higher- and lower-attaining pupils are below average for the LEA.

HOW GOOD THE SCHOOL IS

St Catherine's is a successful school which is working hard to improve both the quality of education and pupils' standards. The good quality of teaching enables pupils to achieve well and reach standards that are well above national averages at GCSE. The school's expenditure per pupil is below national averages, and so the school provides good value for money.

What the school does well

- Standards are high in English throughout the school because of very good teaching.
- The overall quality of teaching is good.
- In 1999, national test results in Year 9 were above national averages and GCSE results were well above average.
- Pupils' behaviour and attitudes to work are very good indeed, and contribute to their good learning.
- The school provides very good opportunities for pupils' spiritual, moral and social development.
- The good work-related curriculum prepares pupils well for higher education and adult life.

What could be improved

- Attainment in French and Spanish, which have low GCSE examination results.
- The use of information and communication technology (ICT) by other subjects so that pupils have the opportunity to apply and develop their skills.
- The tracking of the progress made by individual pupils as they move through the school.
- The cost-effectiveness of the sixth form as some of the teaching groups are small.
- There is not a common understanding among all governors of the roles and responsibilities of the headteacher in relation to governing body.

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

Almost all of the aspects for improvement have already been identified by the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1995, teaching has improved, and GCSE results have improved at a faster rate than the national average improvement. Satisfactory or better progress has been made with all but one of the key issues identified by the last inspection. Insufficient progress has been made with ICT, and this has a significant impact on the whole curriculum. Overall, the school has made the expected progress, and has a good capacity for further improvement as there is a committed staff together with effective management, but the roles of the headteacher in relation to the governing body need to be accurately defined if this potential is to be realised.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	B	A	A	C
A-levels/AS-levels	E	E	D	

Key

Well above average A

Above average B

average C

Below average D

Well below average E

In the national tests at the end of Year 9 in 1999, results were above national averages for the three subjects of English, mathematics and science taken together. Compared to the national average for similar schools in 1999, the Year 9 results were well below average, although the results improved significantly in 2000, especially for English. At GCSE, results since 1994 have improved more quickly than the national trend of improvement but results fell slightly from 1999 to 2000. The GCSE results have been adversely affected by poor results in French and Spanish. ICT standards are below those expected as pupils have few opportunities to use computers when taking their GCSEs. The school has set itself challenging GCSE targets for 2001. For A level, a number of pupils transfer to selective schools within the LEA. Although the average A-level result per pupil is below average, in 2000 all pupils passed the A-level exams in English, history and theatre studies although for three subjects success rates were low. Pupils are successful in intermediate and advanced GNVQ courses. In general, the achievement of all pupils is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good in all years. Pupils enjoy school and are enthusiastic learners. They respond positively in lessons and take an active part in all aspects of school life. These attitudes make a strong contribution to the pupils' good achievement.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and settle quickly to work in lessons with only a few isolated exceptions. Around the school, they are friendly to one another and courteous to adults and visitors. The high standards reported at the last inspection have been maintained. Last year, the school had six fixed-term exclusions which is below national averages.
Personal development and relationships	Relationships are excellent. The school provides an ethos of care and tolerance, where teachers and pupils respect each other and do their best to help one another. Pupils use their initiative well when given the opportunity as in science experimental work in Years 7 to 9.
Attendance	Good. The unauthorised absence rate is well below the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	Aged 14-16 years	aged over 16 years
Lessons seen overall	Good	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.

The quality of teaching was satisfactory or better in 98% of lessons seen, good or better in 67% and very good or better in 34%. Teaching was unsatisfactory in 2% of lessons seen. The quality of teaching was very good in English and has resulted in particularly good learning. In mathematics and science, teaching was satisfactory.

In lessons where the teaching was very good, learning objectives were shared with pupils and reviewed at the end of the lesson. Whole-class teaching was clear, lively and enthusiastic. The tasks were challenging and enabled pupils to become actively involved in their learning. Questions are used to check pupils' knowledge and understanding and to help them develop their understanding. Weaknesses in teaching that did not enable pupils to make the best possible progress included marking that did not help pupils identify how they can improve, a slow pace and insufficient use of questions to check the understanding of individual pupils. The skills of literacy are well taught in English, and some steps have been taken to promote this teaching in other subjects. The teaching of numeracy skills is satisfactory. There is not a planned, whole-school approach to pupils' application and use of their literacy and numeracy skills. The teaching generally meets the needs of all pupils, including those with special educational needs and English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is not sufficiently broad and balanced as it does not fulfil the statutory requirement to use ICT in other subjects in Years 7 to 11. The wide range of extracurricular activities extends and enhances opportunities for participation in music, drama and sport. There is a satisfactory range of subjects offered in the relatively small sixth form, which is planned with the neighbouring St Columba's in order to offer a relatively wide range of courses. There is a good programme of personal, social and health education (PHSE).
Provision for pupils with special educational needs	This has improved since the previous inspection, and pupils make good progress. Teachers have the necessary individual education plans that include appropriate targets. The school has identified very able and talented pupils, but there is not yet any planned provision for them.
Provision for pupils with English as an additional language	The school assesses pupils' capability and makes good provision for them to develop their English, with regular support from the local education authority where this is considered necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Opportunities for spiritual and moral development are particularly good. The strong Christian ethos permeates all aspects of the school's life and pupils are given many valuable planned and spontaneous opportunities to reflect upon their feelings and to think about the world beyond their own immediate environment. The school strongly promotes the values of respect and fairness, and develops the pupils' understanding of rights and responsibilities. Cultural development is effectively promoted.
How well the school cares for its pupils	The school provides a caring and safe environment in which pupils are well looked after. As the school is aware, provision for their personal guidance and welfare is better than for the monitoring of their academic progress, which is still at an early stage of development. Child protection procedures are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, is committed to improving the quality of education the school provides, and has an appropriate, systematic programme to achieve this. The senior management team gives strong support to the headteacher, and its members carry out significant management responsibilities. The leadership and management of heads of subject are variable. For example, the high standards in English, geography, drama and physical education are closely linked to the good quality of departmental leadership and management. For a few other subjects, such as science, these are less effective which results in some inconsistencies in teaching and standards.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and fulfils its statutory responsibilities. It monitors standards well and has a sound knowledge of the school's strengths and weaknesses. However, the members of the governing body do not all have a common and appropriate understanding of their roles and responsibilities in relation to the headteacher.
The school's evaluation of its performance	There has been a significant improvement since the last inspection in establishing a systematic approach to the monitoring and evaluation of the effectiveness of the school, particularly the quality of teaching and learning. This has helped to improve the quality of teaching since the last inspection. The school has made an accurate evaluation of its strengths and weaknesses.
The strategic use of resources	The school's priorities for improvement are clear, and linked to its budget. The principles of best value are applied to a satisfactory extent in the school's use of its resources. There is a large carry-forward in the budget but after outstanding payments are made and further planned improvements carried out to the accommodation, the carry-forward will be relatively low. There are practical and efficiency issues over the use of a house for music teaching.

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 school expects their children to work hard and achieve their best. Teaching is good. Their children like school and behaviour is good. The school is helping their children become mature and responsible. Their children blossom as individuals and become much more aware of others. 	<ul style="list-style-type: none"> There are instances when a teacher is not helpful to pupils who are frightened to ask for help. They are not kept well informed about how their children are getting on.

<ul style="list-style-type: none"> • The school is concerned with the development of the whole person. • Sixth formers are confident and impressive. • The charitable work in supporting a school in Sierra Leone is excellent. • The transfer from primary schools is very well handled. • Good attendance is rewarded. • The strong system of commendations is valuable. • The Contact newsletter is good. • The office is much more responsive and friendly, and the care of sick pupils has improved. 	
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The parents are very supportive of the school, and inspection evidence confirms their positive views. There was no first-hand evidence of a teacher who was not supportive to pupils and whom pupils were frightened to ask for help. However, the school is aware of this concern and is seeking to take appropriate steps. The inspection evidence is that reports are satisfactory. Annual reports are detailed and include ways in which students can improve. In addition, parents receive the results of the end-of-year exams. For sixth formers, there are helpful half-termly reports that also include points for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English throughout the school because of very good teaching.

1. In all years, the quality of teaching, the standards attained and pupils' attitudes to the subject are very good. English has made good progress since the previous inspection and is now a strength of the school. Pupils thrive in learning situations in which they are actively encouraged to make personal responses to literature, working together to develop their understanding and critical insights into a wide range of challenging texts. Their personal writing is of a high standard, covering a wide range of topics, settings and styles. They speak confidently when expressing or defending an opinion, and listen respectfully to others' points of view.
2. Teachers are all enthusiasts for their subject, and inspire a desire to learn in their pupils. They enable pupils to work with a great deal of independence, but also provide them with the structure necessary for really good learning to take place. They are highly encouraging and supportive of pupils, and the significant recent improvement in standards can be directly linked to the quality and effectiveness of their teaching.
3. Although linked to English, drama is now taught as an independent subject in the curriculum. Teachers are highly committed to this subject and pupils of all levels of ability respond well to the opportunities for imaginative, creative and expressive work which drama offers. The new specialist accommodation has contributed to the high standards.

The overall quality of teaching is good.

4. The quality of teaching was satisfactory or better in 98% of lessons seen, good or better in 67% and very good or better in 34%. Teaching was unsatisfactory in 2% of lessons seen. The overall quality of teaching was good, enabling pupils to make good progress. Teaching has improved since the previous inspection because of the school's programme of monitoring and support of teaching.
5. In lessons where the teaching was very good, learning objectives were shared with pupils at the start of the lesson and pupils' learning was reviewed at the end. Whole-class teaching was clear, lively and enthusiastic. For example, in a Year 10 dance lesson, the teacher was very involved in pupils' learning, and gave groups much useful feedback that helped them improve their performances. The tasks were challenging and enabled pupils to become actively involved in their learning. For example, in a Year 8 history lesson, pupils had to research information about Elizabeth I and then judge its significance. In a Year 11 English lesson on a metaphysical poem, the challenging work involved all pupils in discussion as they shared their own interpretations. Work was well matched to the differing levels of attainment of the pupils, as in a Year 9 music lesson.
6. Teachers had good subject knowledge, and so explanations were clear as in a Year 10 mathematics lesson where the teacher's clear explanations were accompanied by an encouraging and supportive approach that helped to build up the pupils' self-confidence. Questions were used to both check pupils' knowledge and understanding, and to help pupils develop their understanding. For example, in a Year 11 drama lesson, the questions were probing and sensitive to the capabilities of individual pupils. The activities were clearly sequenced to enable pupils to learn at a good pace, as in a Year 7 physical education lesson where pupils learnt, practised and applied netball skills. Pupils' work is

marked thoroughly and includes comments that help the pupils understand what they must do to improve their learning. Good teacher-pupil relationships help pupils feel confident to ask questions when they do not understand. English teachers were particularly effective in involving pupils in their own learning and securing a personal response to the work.

7. However, in 14% of the lessons seen, teaching and pupils' learning were satisfactory but the teaching did not enable pupils to make the best possible progress. In these lessons, weaknesses included marking that did not help pupils identify how they can improve, a slow pace to teaching and insufficient use of questions to check the understanding of individual pupils.
8. Since the previous inspection, the school has improved pupils' opportunities for investigative work that encourages them to think for themselves. These opportunities are especially good in English where, for example, sixth formers did their own research on *The Merchant of Venice* and then presented their findings to the class, and Year 8 pupils analysed travel writing and drew their own conclusions. In science, Key Stage 3 pupils have sound opportunities for experimental work. In mathematics, pupils' standards in the use and application of their knowledge are not as strong as other aspects of the subject. There are some good examples of pupils' research in art and design and technology.

In 1999, national test results in Year 9 were above national averages and GCSE results were well above average.

9. The previous inspection identified a weakness of some underachievement in Years 7 to 9, and the school has remedied this. In 1999, the school's average results per pupils in English, mathematics and science were above national averages for all schools. These results improved significantly in 2000, especially for English as 97% of pupils reached the expected level, compared with 72% in 1999. In 2000, all three subjects increased the percentages of pupils reaching the higher Level 6.
10. From 1994 to 1999, the rate of increase in the average GCSE result per pupil was above the national trend of improvement. In 1999, the average result per pupil was well above national averages, although there was a small fall in the results for 2000. Those pupils who took their GCSEs in 1999 made the expected progress from their results in the national tests at the end of Year 9. In 2000, GCSE results were above average in science, dance, geography and English language and literature.

Pupils' behaviour and attitudes to work are very good indeed, and contribute to their good learning.

11. In almost all lessons, pupils were well behaved, attentive, co-operative and keen to learn. This very good behaviour and these very positive attitudes make an important contribution to the pupils' good progress. They sustain their concentration very well. They are interested in their work and are confident in expressing their views in the knowledge that they will be listened to and valued. Pupils are happy to say when they do not understand some work. Even the youngest pupils show an impressive maturity in their attitudes to school. However, in a handful of lessons, there were weaknesses in pupils' attitudes to work. Around the school, pupils are polite and welcoming to visitors. Responsibilities such as form and games captain, and representative on the school council are held in high regard and taken seriously.

The school provides very good opportunities for pupils' spiritual, moral and social development.

12. The school has a strong Christian ethos, which the pupils value. The provision of opportunities for spiritual development is implicit in the life of the school. Assemblies have a strong spiritual content as, for example, when pupils reflected on the theme of remembrance and several read out their own personal poems. Each form starts the day with a prayer. Pupils are encouraged to use the chapel as a place for quiet prayer and reflection, and the school council has helped build a garden of remembrance for a former pupil. There are monthly voluntary masses, and some larger celebrations that involve the whole school. Some Year 10 pupils are able to take part in a retreat. Pupils value being part of a Catholic community.
13. The pupils show a very good understanding of the concepts of right and wrong, and rights and responsibilities. The school effectively promotes a strong sense of care for one another. Lessons provide good opportunities to consider moral issues. For example, pupils study human rights through such issues as the holocaust and black history in history, and the responsible use of resources in science. In English, pupils discuss a wide range of controversial issues, such as the recent separation of the conjoined twins from Malta. Teachers set a first-class role model by developing the value of the individual
14. Relationships are excellent, and the pupils value this. They are able to take a range of responsibilities, and take these seriously. Good opportunities are provided for social development in many subjects. For example, pupils frequently work in small groups during English lessons, and in drama they consider a wide range of social situations, including homelessness and bereavement. The PSHE programme provides many opportunities for social development. In addition, many pupils are involved in sports teams and a wide range of extra-curricular activities including school productions.

The good work-related curriculum prepares pupils well for higher education and adult life.

15. The careers education co-ordinator together with heads of year manage the work-related curriculum effectively in collaboration with external careers service providers. The school has very effective careers education and work experience programmes which help pupils to develop the skills, attitudes and abilities to be effective in a variety of adult roles and occupations. Careers education is taught as part of the good PHSE programme, a particular course in Year 10 and special events when the normal timetable is suspended. There is a good stock of careers resources for pupils in the school library.
16. For work experience, the school has worked hard to provide an impressive range of placements for Year 11 pupils and students studying GNVQ courses in the sixth form. These placements include The Royal Albert Hall, English National Opera and The Young Vic. Each pupil has to make a written application for their preferred placement and is then interviewed by the head of careers. All teaching staff are involved in visiting pupils during their placements. Prior to the placements, there is a good induction programme that helps students develop new skills and understanding. On their return to school, pupils have thorough debriefing sessions based on employers' evaluations. A careers officer undertakes individual interviews and action planning with all pupils in Years 11, 12 and 13, and provides group sessions on skills such as interview techniques and psychometric testing.
17. In Years 8, 10 and 11, new approaches to careers education are being introduced. In Year 8, pupils take part in 'The Real Game Project' during PHSE lessons, and examine different aspects of work. In Year 10, all pupils take part in 'The Get Real Project' which has a stronger vocational emphasis, and a small group of pupils are taking the 'xl club'

course for three lessons per week instead of French or Spanish. The 'xl club' course is part of a national network co-ordinated by The Prince's Trust. It identifies an appropriate range of competencies that pupils should develop, and is under the guidance of a youth worker and careers offices who both visit the school for two of the three weekly lessons. Pupils who are experiencing difficulties during Year 11 are supported by the Pebbles Project which is run in collaboration with the careers service. This project focuses on supporting small numbers of pupils who are experiencing practical difficulties with their work or are disaffected in some way.

WHAT COULD BE IMPROVED

Attainment in French and Spanish, which have low GCSE examination results.

18. Standards have declined steadily over several years to a very poor level in 2000. However, changes have been made to the management of the subject, and a largely new teaching team has been established. In the space of half a term, much has been done to provide more focused, structured teaching and, in particular, to improve pupils' attitudes to learning French and Spanish. A new head of department will start in January 2001.

The use of information and communication technology (ICT) by other subjects so that pupils have the opportunity to apply and develop their skills.

19. There are three ICT rooms but they have not been effectively maintained in the recent past because the school has not had a technician. Consequently, several computers and printers do not work properly. Also, the software on different machines is not always compatible. At present, there is a reliance in many subjects on pupils using their own computers at home and this is unsatisfactory, especially for GNVQ students in the sixth form.
20. All pupils in Years 7 to 9 have a taught ICT lesson each week. There was good teaching in the lessons seen, and pupils' attainment in the presentation of information using multi-media software was appropriate for their ages. However, the school does not have a scheme of work to guide teachers' lesson planning during the whole of Key Stage 3. There are no GCSE courses but there is a large A-level group in Year 12. The attainment of the students in this group ranges from matching A-level expectations to well below expectations. The low attainment of some students is because there has been insufficient teaching of ICT since Year 9. This is because ICT is not being used by other subjects as is required by the National Curriculum. For example, mathematics and science do not make enough use of ICT to enhance learning of their subjects. Geography encourages pupils to use the Internet for research by suggesting different useful websites but this research has to be done at home.
21. For the first half of the current term, the school did not have a co-ordinator for ICT and the current co-ordinator only took up the post a few days before the inspection. He has already identified the key weaknesses and has started preparing a plan to address these. It will be important for the co-ordinator to have strong, ongoing support from a senior manager as the task of improving standards is a large and demanding one.

The tracking of the progress made by individual pupils as they move through the school.

22. The school acknowledges that this needs improving, and it has taken some steps to start to secure an improvement. The establishment of a system of pupil tracking was

written into the school development plan in January 1999 and, consequently, important improvements have been made. However, the tracking and monitoring of pupils' academic progress is not as well developed as other aspects of the school's provision for the care and guidance of pupils.

23. The role of heads of year has changed to include the monitoring of pupils' academic progress but, although some individual heads of year have started to do this, effective whole-school systems for tracking the academic progress of individual pupils are not yet in place. However, plans are in place to develop academic monitoring over the next three years. Heads of year require training for this aspect of their work and this is planned for the next spring term. The school is currently using data to help manage the learning of pupils in Years 10 and 11, and to analyse results but this is in need of development. The school has just appointed a data manager to lead this development. When in place, this tracking data will enable the school to identify particular strengths and weaknesses in pupils' attainment, and the identification of individual pupils who are making good progress as well as those who are underachieving. For pupils with special educational needs, several tests are used to help identify pupils' needs and monitor their progress. Again, the analysis of this data is at a relatively early stage of development.

The cost-effectiveness of the sixth form as some of the teaching groups are small.

24. The school operates a shared sixth form with the neighbouring St Columba's Catholic School in order to offer pupils a wider range of sixth form courses at A level and GNVQ. Despite this, the average size of teaching groups is relatively low. Although the average A-level result per pupil is below the national average, in 2000 all pupils passed the A-level exams in English, history and theatre studies although for three subjects success rates were low. Pupils are successful in intermediate and advanced GNVQ courses. Because of the relatively small teaching groups and the varied rates of success, the sixth-form provision is not cost-effective.
25. The school has been working on plans for a more cost-effective sixth form for some time. The headteachers of the Roman Catholic secondary schools in the LEA are having discussions with the Roman Catholic Diocese and the LEA in order to produce a more cost-effective system of sixth-form provision.

There is not a common understanding among all governors of the roles and responsibilities of the headteacher in relation to the governing body.

26. There is not a clear understanding that the governing body is to carry out its function with the aim of taking a largely strategic role in the running of the school, while the headteacher is responsible for the internal organisation, management and control of the school. It is inappropriate for individual teachers to directly approach governors with complaints or concerns. These should be raised with the headteacher, and the governing body's responsibility is to establish the staff discipline and grievance procedures. Also, it is inappropriate for governors from the curriculum committee to have private meetings with heads of department and to produce notes from these meetings that are not shared with the headteacher. Both of these activities limit the extent to which the governing body can act as a 'critical friend' to the headteacher, which involves both supporting the headteacher in the performance of her responsibilities and giving constructive criticism. It will be important for the whole governing body together to have training about the roles and responsibilities of the governing body in relation to the headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. To further raise standards, the governing body, headteacher and staff should:

- Consolidate the progress made this term on teaching French and Spanish, and ensure that there is good teaching based on a clear, well-structured scheme of work with effective management of the department;
- Improve standards in ICT by producing a challenging but realistic development plan, and ensuring that the new co-ordinator is effectively supported by a senior manager;
- Produce an effective whole-school system for tracking the progress of individual pupils, and provide staff with training about how this data can be used to improve the progress of individuals;
- Continue to consult with other interested parties in order to plan more effectively for cost-effective sixth form provision;
- Provide training for the whole governing body on the roles and responsibilities of the headteacher in relation to those of the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
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
3	31	33	31	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	653	92
Number of full-time pupils eligible for free school meals	68	2

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	3	0
Number of pupils on the school's special educational needs register	102	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.7
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	0	123	123

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	88	88	78
	Total	88	88	78
Percentage of pupils at NC level 5 or above	School	72 (78)	72 (62)	63 (59)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	28 (40)	30 (30)	23 (22)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	92	90	84
	Total	92	90	84
Percentage of pupils at NC level 5 or above	School	75 (60)	73 (69)	68 (67)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	51 (23)	30 (30)	36 (33)
	National	31 (31)	37 (37)	28 (31)

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	0	128	128

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	73	126	126
	Total	73	126	126
Percentage of pupils achieving the standard specified	School	57 (55)	98 (97)	98 (98)
	National	46.6 (44.6)	90.9 (89.6)	95.8 (95.2)

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

GCSE results		GCSE point score
Average point score	School	43 (47)

per pupil	National	38 (38.6)
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Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	0	26	27

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	0	13.7	13.6 (12.7)	0	0	0 (3.0)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	23	100
	National		81.7

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	23
Black – other	10
Indian	9
Pakistani	0
Bangladeshi	0
Chinese	5
White	668
Any other minority ethnic group	20

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
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

Total number of qualified teachers (FTE)	41.8
Number of pupils per qualified teacher	17.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	8
Total aggregate hours worked per week	156

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	75.6
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Average teaching group size: Y7 – Y11

Key Stage 3	26
Key Stage 4	23

Financial information

Financial year	1999-2000
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	£
Total income	1,911,493
Total expenditure	1,820,139
Expenditure per pupil	2,528
Balance brought forward from previous year	408,285
Balance carried forward to next year	499,639

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	743
Number of questionnaires returned	408

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	5	1	1
My child is making good progress in school.	47	47	2	1	4
Behaviour in the school is good.	41	53	3	1	3
My child gets the right amount of work to do at home.	36	48	13	1	2
The teaching is good.	36	54	4	0	5
I am kept well informed about how my child is getting on.	29	47	16	3	6
I would feel comfortable about approaching the school with questions or a problem.	45	42	5	4	4
The school expects my child to work hard and achieve his or her best.	64	32	3	0	1
The school works closely with parents.	32	48	14	2	3
The school is well led and managed.	37	50	6	2	5
The school is helping my child become mature and responsible.	47	45	4	0	4
The school provides an interesting range of activities outside lessons.	24	47	15	3	12