



# The Cardinal Wiseman Roman Catholic School

## Inspection Report

**Unique Reference Number** 101934  
**LEA** Ealing LEA  
**Inspection number** 276618  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Ramesh Kapadia

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Greenford Road
<b>School category</b>	Voluntary aided		Greenford
<b>Age range of pupils</b>	11 to 19		UB6 9AW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085758222
<b>Number on roll</b>	1821	<b>Fax number</b>	02085759963
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Leo Misquitta
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mr Paul Patrick

<b>Age group</b> 11 to 19	<b>Inspection dates</b> 26 April 2006 - 27 April 2006	<b>Inspection number</b> 276618
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## Introduction

The inspection was carried out by a team of five inspectors, including four Additional Inspectors, and led by one of Her Majesty's Inspectors of Schools.

## Description of the school

Cardinal Wiseman is a large Catholic comprehensive school serving the local community of Ealing in west London. The students come from rich and diverse cultural backgrounds and a relatively high percentage speak English as an additional language. The percentage of students entitled to free school meals is near the national average, but those with special educational needs (SEN) is low. The school, which is heavily over-subscribed, has had specialist technology status for over ten years and was recently granted a second specialism in humanities.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

Outstanding education is offered in line with the school's mission of achievement for all students in its multi-ethnic community. The headteacher provides the pivotal focus for the school's vision which has led to continued and sustained improvement. The school has the confidence to judge itself outstanding in all aspects: inspectors agree with this view in all areas except the sixth form, which is good but is not yet at the same level as the rest of the school.

Teaching is good and often outstanding, including references to spirituality on a regular basis in lessons as diverse as mathematics (with mention of infinity to Year 8 students) and art. The curriculum, which fully meets statutory requirements, is outstanding, especially at Key Stage 4 (KS4).

The key outcomes to ensure personal development and well-being are seamlessly embedded in the school via its Catholic approach. Behaviour is exemplary and achieved with willing acceptance of responsibilities by students. This is underpinned by the care provided by all in the school for each other and most centrally for the students. The guidance and support offered is effective throughout the school, and particularly so in KS4. Regular monitoring ensures that problems such as may occur with vulnerable students, are quickly picked up and acted upon.

The school's technology status has continued to provide a strong basis for its improvement. Teachers and all the support staff across the whole school are very cohesive and reflect the multi-ethnic community whom they serve. Leadership and management are outstanding, with capacity for further improvement; the school offers very good value for money. Students have full confidence in the high quality of education they receive. They are loyal and committed to what they regard as a beacon in the community, a view shared by the overwhelming majority of parents, who are consulted regularly.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The sixth form, which focuses on the provision of advanced courses, is good overall. Examination results in most subjects are above national averages in both academic and vocational courses. This represents good progress for students from a relatively low starting point in Year 7, as demonstrated by the school's internal value added data. Teaching is good in the sixth form, with elements of very good practice. The quality of care and guidance for students is very good, with rigorous systems to monitor their attendance and their personal and academic development. Students are active in the community with a keen sense of standing up for their sometimes controversial views and beliefs, underpinned by gospel values. Leadership and management in the sixth form are good, with a development plan which meshes well with the overall school development plan.

## **What the school should do to improve further**

Continue to enhance the sixth form to match the outstanding base developed in Key Stage 4.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 2**

Standards on entry in Year 7 have been near the national average. Standards at the end of Year 11 are well above average and represent outstanding achievement. Progress in Key Stage 3 (KS3) is good, with clear signs of significant improvement. Progress from Key Stage 2 to 4 has been outstanding for the last three years and continues to show signs of consolidated success. All groups of students, including those with SEN make outstanding progress.

Test results in English in Year 9 in 2005 were exceptionally high, and were also above national averages in mathematics and science. The school's inclusive mission has been demonstrated by the fact that all students achieved at least one graded pass in the General Certificate of Education (GCSE) over all but one of the last five years, and over 90% have achieved 5 or more higher grades over the last three years. Two thirds of students achieved 5 or more higher grades including the core subjects of English and Mathematics.

The school sets and achieves challenging targets, thereby ensuring that students achieve their potential: for example, all students with high attainment at Key Stage 2 attained 5 or more passes at grade A or higher.

## **Personal development and well-being**

### **Grade: 1**

The well being of the students is developed outstandingly well, not least by the strong focus on spiritual, moral, social and cultural development, which is apparent across the school as a whole. Students are immensely proud of their school and share its commitment to developing thoughtful, tolerant, responsible and caring citizens. As a result, they have extremely high regard for each others' dignity and safety, and behaviour is excellent. They have a strong sense of community, co- operating well with each other and participating eagerly in a rich range of cultural and extra-curricular activities, including many overseas trips. They very much enjoy school and all the opportunities it offers. This is shown in their attendance, which is above average and their extremely positive attitudes to learning in lessons.

Students understand particularly well how to lead a healthy lifestyle, developing an awareness of the long term benefits of exercise. They enjoy playing sport and are keen to be involved in cooking competitions. The take up for extra-curricular sport is good and students gain success locally and regionally. They make an impressive contribution to the school and the wider community, including charity work and raising local political issues; they also support students with special needs from a nearby school. This helps

them become responsible and caring young people and prepares them well for future life. All students in KS4 develop a very good range of skills that they will need in their future education, training or employment.

The elected school council is very active in supporting the school leadership to make decisions. Older students contribute very effectively to the welfare of younger students through the buddy system. The care and support provided for sick or bereaved members of the school through the 'Seasons for Growth' project is outstanding.

## **Quality of provision**

### **Teaching and learning**

**Grade: 1**

**Grade for sixth form: 2**

Students learn extremely well because teaching is good and often outstanding. The quality of teaching and learning is strong and enhanced by effective staff development; for example, teachers use interactive whiteboards confidently. Students' progress is enhanced by the regular guidance and support they receive and the close involvement of parents. Very good relationships underpin their confidence and motivation: they work hard in lessons and do their homework conscientiously. The spiritual dimension is integrated into lessons and students are helped to develop into independent, confident thinkers. Students' learning is supported by a broad range of activities run by staff and older students, including breakfast and homework clubs, revision and booster sessions.

In the best lessons, students respond enthusiastically to inspirational teaching. Teachers provide a secure, supportive and stimulating learning environment where students are treated with courtesy and consideration. In a drama lesson, students were able to portray a range of feelings linked to an Irish story using imaginative facial expressions; there were examples of outstanding lessons in a range of subjects. Relationships are based on mutual trust and the genuine belief in the care and welfare of individuals. Teachers consistently use their good subject knowledge to set high expectations of all learners, and involve students in effective peer and self assessment against clearly identified learning outcomes. Students know the levels at which they are working and they also know how to achieve the next higher level.

### **Curriculum and other activities**

**Grade: 1**

**Grade for sixth form: 2**

The curriculum provided for students fully meets statutory requirements. It is outstanding because it is innovative and flexible in order to meet the diverse needs of all students. As a result, they really enjoy their learning and achieve extremely well, including in the key skills of English, mathematics and information and communication technology. A particularly strong feature of the curriculum in KS3 is the way that the

school uses assessment data to identify weaker areas and underachievement. Consequently, the school has introduced a wide range of intervention strategies that are having a positive impact on standards and achievement, especially in mathematics and science. Students throughout the school follow courses in careers education. A particularly innovative element is the provision of an additional core block, which enables students to study a wide range of courses at a variety of levels. These are suited to their needs and provide them with varied pathways. For example, higher attaining students study advanced level courses, whilst others follow vocational ones. The school has fostered very strong links with local schools, colleges and businesses. Whilst the sixth form curriculum only includes courses at Level 3, the school has plans to extend the range of courses offered.

## **Care, guidance and support**

### **Grade: 1**

The outstanding care, academic guidance and support for students secure high levels of achievement and personal development. The basis is a strong Catholic ethos where every member of the school community is valued. As several students volunteered andquot;We are all treated as members of one big family.andquot; Systems for safeguarding students' health and safety are very well established. Child protection procedures and awareness are very secure.

A very strong feature is the care and support for all Year 7 students: the way that they are introduced to the school enables them to settle in very quickly. Very rigorous academic monitoring leads to focussed and effective support throughout the school, especially in Year 11. Students in the sixth form are given equally strong support with a consistency of approach from all tutors. The pastoral system is very well organized and effective. Students are especially appreciative of this support, which is enhanced, where necessary, by help from an educational therapist. Special care is taken to give extra support to potentially vulnerable students and for those with SEN. The school's well conceived programme for personal, health and social education provides strong guidance in preparation for subsequent education and work: over 90% of students go on to further education from Year 11.

## **Leadership and management**

### **Grade: 1**

#### **Grade for sixth form: 2**

The head teacher has a relentless ambition and drive to improve the achievement of all pupils. There is a very clear focus on the mission statement of 'education for all = achievement for all' and this vision is shared and supported by all staff. Consequently, the school has sustained its significant improvement since the last inspection and has the capacity for further improvement. Standards have risen markedly and students now achieve very well by the end of year 11. The school is aware of the difference in achievement between KS3 and KS4 and has implemented many strategies that are leading to an improving picture by the end of year 9. The work of everyone in the

school is highly valued. The school is very aware of the quality of teaching and learning. Expectations for staff are high but there is a clear emphasis on providing the best possible opportunities for development. For example, the leadership skills of middle managers have been greatly improved, enabling them to play a very important part in school improvement. The school has developed a very strong sense of community in which students prosper. Virtually all parents who responded to the questionnaires felt that the school is well managed and provides good education and care for their children.

Governors share the ethos of school and have a clear grasp of its strengths and areas for further development. Prudent financial management allows educational developments to be funded and best use made of the restricted site and buildings. The school provides very good value for money.

The school's specialist status has encouraged all departments to contribute to the 'School Growth Plan', thus strengthening improvement across the school. Enthused responses from partner schools and the community facilitated the school's re-designation with a second specialism as a Humanities College.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	1	2
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Students

Thank you for all for the very pleasant way you received us on our recent visit to your school. We all appreciated your friendly help. We agree with you and your parents that you have an outstanding school. Every one of you is valued by the members of staff and your personal care and well-being is given high priority. You do really well in your GCSEs. Those of you in the sixth form are achieving well although some of you could achieve a little more.

You have teachers who make lessons interesting and help you achieve well. You have a wide range of courses to choose from and a wide range of after school activities and visits. You are given very good opportunities that are helping you to become mature and responsible young people. You are very well prepared for adult life. Relationships throughout the school are excellent.

Led by your exceptional head teacher, senior staff and Governors, your school constantly looks to make things even better and you are all placed very well to build on your current successes. Well done and good luck in the future.

Yours sincerely

R Kapadia

Her Majesty's Inspector