



Saint Cecilia's Wandsworth Church of England School

Inspection Report

Unique Reference Number 132173
LEA Wandsworth LEA
Inspection number 282284
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Adrian Lyons HMI

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

Type of school	Comprehensive	School address	Sutherland Grove
School category	Voluntary aided		London
Age range of pupils	11 to 18		SW18 5JR
Gender of pupils	Mixed	Telephone number	02087801244
Number on roll	450	Fax number	02087802869
Appropriate authority	The governing body	Chair of governors	Reverend Canon Peter Clark
Date of previous inspection	30 November 2005	Headteacher	Mr Jeffrey Risbridger

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Saint Cecilia's, Wandsworth is in the Diocese of Southwark. Its Anglican foundation is reflected in the composition of its governing body. It opened in September 2003 with 150 pupils in Year 7 and will grow year on year until expected numbers reach approximately 900 pupils, including the Sixth Form, by 2009. The school takes non - Anglican pupils from the immediate locality and Anglicans and other Christians from a wide area of south and west London. The school is heavily oversubscribed and although over half of the pupils are white British, pupils come from a wide range of ethnic backgrounds. The school identifies no pupils for whom English is not their first language. The school has been purpose-built for the twenty-first century and comprises state-of-the-art facilities, including specialist accommodation for the teaching of music, a subject in which the school specialises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which helps pupils reach their potential. Provision for pupils' personal development and well being is outstanding. The leaders and managers put improving the provision for pupils at the heart of their decision making. They have a clear view of the school's strengths and weaknesses. Inspectors agree with the school's overall judgement of its effectiveness. Teaching is good and pupils achieve well so that by Year 9 their standards are above those found nationally. One reason for pupils' good achievement is that they are well cared for and are ably supported by a carefully planned whole school mentoring programme. The school offers outstanding opportunities for pupils' spiritual, moral, social and cultural development. Their personal development is given the highest priority. Pupils enjoy coming to school and feel they are able to achieve well. Many take part in the wide range of extra activities. Parents and pupils are very happy with the school and all it offers but some parents have concerns about their opportunities to be involved. The school uses all resources well and provides good value for money.

What the school should do to improve further

* Further develop systems for pupil involvement in their assessment[R1] * Improve lesson planning to always take account of the needs of all learners particularly the most able * Review opportunities for parents to feel more directly involved in their children's education

Achievement and standards

Grade: 2

Overall, pupils arrive with above average standards. No pupils have taken externally validated tests or examinations since joining the school. The current data made available for all pupils in Year 9 for each subject they study show that, on current performance, standards remain above national expectation. Discussion with pupils and examination of their work indicate that most make good progress because of good teaching. Inspectors support the school's judgement.

Personal development and well-being

Grade: 1

Inspectors agree with the school's judgement that pupils' personal development and well-being are outstanding. Pupils are helped to mature as andquot;young adultsandquot; who value learning. Behaviour is impeccable throughout the day in all parts of this calm and well-designed learning environment. As pupils move around the building they demonstrate respect for others and the environment. No bullying was seen and pupils say if it occurs, it is addressed frankly and rapidly, so it does not cause anyone to be afraid. There is a harmonious atmosphere between all groups. The school has made no permanent exclusions, in line with its Christian ethos of acknowledging

wrong-doing and forgiving. The sanction of temporary withdrawal from after school clubs encourages pupils to value what is on offer. Attendance is above average and a significant minority is prepared to undertake long, daily journeys to get to school. Pupils have excellent healthy food choices and know the benefits of exercise and sport. They adopt safe practices in school and on their journeys to and from home. They enjoy being in school and many are reluctant to leave as clubs and activities end. They make a very positive contribution to the school community. The school's business ethos prepares them well for economic well-being in later life. Pupils' spiritual, moral, social and cultural development is outstanding. In some lessons and in assemblies pupils reflect on profound themes. This encourages the empathy shown with suffering, as in the recent "talent show" for the Tsunami, interspersed with reflections on the victims' plight. The chapel is available to pupils of all religions. Right and wrong are strongly defined in pupils' minds. There is good social development in lessons, with mentors and after school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. The school leadership team know how to judge teaching and learning and how to improve them, as inspectors found when they joined them in observing lessons. Teachers use their good subject knowledge well to support pupils in their learning, and this was confirmed by the pupils in discussions with them. However, teaching is not always planned well enough to meet all the needs of all the pupils, particularly for the gifted and talented learners. Lessons sometimes involve the whole class doing identical activities irrespective of the ability of the pupils so that the most able pupils are not always stretched enough. Teachers use information technology very well and they make very effective use of the interactive white boards in lessons. All pupils have notebook computers which, when used in lessons, enables them to learn independently. There is good use of assessment. Throughout the school, the use of assessment to enable pupils to understand how to improve is being established. Pupils know the national curriculum level to which they are currently performing in each subject they study. Each pupil in the school is allocated a learning mentor. They meet with their mentors on an individual basis once a week. Mentors use the subject performance information produced by subject teachers to set learning targets and discuss any issues that may be affecting academic performance. Grades are sent home to parents each half-term. In addition to this parents receive interim reports and an annual report. Under the present system pupils are not involved in monitoring their own progress and they are not consistently provided with opportunities in lessons to be self-evaluative.

Curriculum and other activities

Grade: 2

The school provides pupils in Years 7-9 with the full range of national curriculum subjects. Inspectors agree with the school that this provision is good. An interesting and varied citizenship programme makes use of visitors from the local community including the community police officer and a team from Wandsworth Sports Development. The school is unusual in that the formal day ends at 2.30pm. However, after the end of the formal day the school begins to buzz with a wide range of enrichment activities. As one walks around the school groups of pupils can be found engaged in activities such as choir practice, playing chess, sporting activity or private study, and booster classes are also on offer. A group of pupils were making Christmas cards to sell as an enterprise activity while others were talking about their work with teachers. Many activities were arranged by the pupils without adult input showing an impressive level of maturity.

Care, guidance and support

Grade: 2

The school's care, guidance and support for pupils are good. Despite the difficulties of making links with the many different primary and independent schools that pupils come from, the school gets to know pupils quickly. This is especially through the mentor system involving all staff, rather than conventional tutor groups. Staff are well trained in child protection and awareness of the needs of children who do not live with parents. The school is well-designed for safety and for the needs of pupils with physical disabilities. Health and safety checks and risk assessments are dealt with meticulously. There are good systems in place for tracking and reporting progress and the school is rapidly developing marking and target setting to enable pupils and parents or carers to take more responsibility for their learning and progress. Communications to parents are frequent, but some parents made it very clear to the inspection team that they miss the opportunity to meet teachers offered by conventional parents' evenings. However, regular contact is available by telephone or email and the school will arrange face to face meetings with any teacher on request. Whilst a significant minority believes that at times the school is inflexible, overall parents are happy for their child to be at this school.

Leadership and management

Grade: 2

The overall leadership of the school is good. The headteacher has been in post since September 2002, one year prior to the school opening in September 2003. He provides very good, determined leadership which makes this an effective and improving school. He is ably supported by a relatively new and expanding senior leadership team. The overall management of the school is good. The senior leadership team share the vision, and are rigorous in their work. Governance is good and the governors have a clear understanding of the strengths of the school, and the areas for development that

need to be considered as the school roll grows. Governors are both supportive and hard working and bring a valuable wealth of experience to their work. The curriculum has changed annually to meet the needs of each new year group. Changes have been made in the middle management structure as more staff have been appointed to ensure curriculum delivery. The curriculum to be offered to the first ever Year 10 group in this school from September 2006 has already been discussed by governors and middle curriculum leaders. Pupils currently in Year 9 will be making choices based on these curriculum plans in March 2006. School self-evaluation procedures are still developing. The school's self-evaluation of its strengths and weaknesses is overall realistic and honest. The senior leadership team's evaluation that teaching is good, is accurate. Whole school action planning takes place on an annual basis and a one year plan is published. Good planning identifies clearly who is responsible for leading in each area, how the effectiveness of the initiative will be judged and any cost implications. The current plan (2005-06) identifies four main areas of focus all of which are appropriate given that this is a new school. One of the areas of focus clearly identifies where improvements are needed within the assessment of learning procedures. This includes involving pupils more in the whole process. Evidence gathered from the inspection supports this as one of the areas for improvement. The school's finances are tightly controlled. Best value is sought on all occasions. Governors regularly review how the resources allocated to the school are used to ensure they have maximum impact on improving learning.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we have just finished inspecting your school and I am writing to tell you our findings. First of all, I would like to thank you all for welcoming us to your school, for talking to us about your experiences in school and for letting us see your work. As a result of our inspection, we have found that yours is a good school. The best features of the school are: * The way the school helps you develop into healthy and mature young people through things like healthy eating (you are very fortunate to have such good food in the refectory) * The standards of behaviour around the school * The wide range of activities that take place after the end of normal lessons * The way that everyone is involved in the mentoring system.

We know that while most of you and your parents are very happy with the school there are still things that could be better and your headteacher and teachers understand this too.

To become an even better school it needs to: * Involve you more in working out how to improve your work * Ensure that in all of your lessons the work that is set is set at the right level of difficulty for all of you * Think about and plan how parents can feel more involved in the school.