



# Cardinal Heenan Catholic High School

## Inspection Report

**Unique Reference Number** 108095  
**Local Authority** Leeds  
**Inspection number** 288024  
**Inspection dates** 28 February –1 March 2007  
**Reporting inspector** John Young HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Tongue Lane
<b>School category</b>	Voluntary aided		Meanwood, Leeds
<b>Age range of pupils</b>	11–16		West Yorkshire LS6 4QE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2941166
<b>Number on roll (school)</b>	917	<b>Fax number</b>	0113 2940320
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Elizabeth Ryan
		<b>Headteacher</b>	Miss Elizabeth Cox
<b>Date of previous school inspection</b>	14 January 2002		

<b>Age group</b> 11–16	<b>Inspection dates</b> 28 February –1 March 2007	<b>Inspection number</b> 288024
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Cardinal Heenan is a popular school with more requests for places than the school can accommodate. The school is broadly similar in size to most other schools in the country. The majority of pupils are White British, with a significant minority coming from Irish heritage. A smaller number of pupils come from a variety of mixed heritage and Black and minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is below the national average. The school draws the majority of its pupils from areas of relative prosperity, and the proportion of pupils known to be eligible for a free school meal is below the national average. However, an increasing minority of pupils live in areas containing significant pockets of deprivation. The school population is also changing as more pupils from families other than those which are Catholic attend the school. On entry into school, pupils' attainment is above average. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The school has gained specialist language college status and attained the Healthy Schools standard. The school has developed its own extended provision, including adult education, community outreach and community use of its sports facilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Cardinal Heenan Catholic School provides its pupils with a satisfactory quality of education and provides satisfactory value for money. This judgment matches the school's own evaluation.

Pupils reach standards which are consistently above the national average. Given their starting points, the progress they make is satisfactory. Some pupils do not do as well as they should in Key Stage 3 mathematics and not enough pupils gain five or more A\* to G grades at GCSE. Teaching and learning are satisfactory overall. There are a number of strengths, but inconsistencies within and across subjects, including the use of assessment for learning, limit the impact of teaching on learning and achievement. The curriculum is increasingly well matched to pupils' needs and has changed in recent years to reflect better the changing needs and interests of learners at the school. The school successfully promotes a distinctive religious character and Christian ethos and pupils' spiritual, moral, social and cultural development is good, as is their wider personal development and well-being. Pupils receive satisfactory care, guidance and support. The quality of care and pastoral support is more developed than academic guidance. Leadership and management are satisfactory overall with some strengths in senior and middle leadership. The headteacher has been the catalyst for a number of important whole-school developments involving teaching and learning, the curriculum, assessment and the school's designation as a specialist language college. The headteacher and senior leaders are well aware of the challenges the school faces and have set about identifying the most important things the school needs to do to improve further. A number of issues highlighted in the last inspection report have been tackled successfully. However, the school's systems for monitoring and evaluating the quality of its provision lack sufficient rigour.

The specialist language college status has had a positive impact on several aspects of the school. Standards in modern foreign languages are above national averages, particularly at the highest levels and GCSE grades. Specialist funding was used to extend the availability of pupil access to information and communication technology (ICT). The installation across the school of interactive whiteboards has facilitated a more 'hands on' approach to learning, to which many pupils at the school are responding positively. This has enhanced pupils' learning and contributed to the improved progress of boys, who now outperform girls in terms of the standards they attain at the end of Key Stage 4. In addition, pupils are confident in their oral work in languages because of the support this school provided for them in their primary schools.

### What the school should do to improve further

- Improve the achievement of pupils in mathematics at Key Stage 3, in particular that of lower ability pupils, and improve the percentage of pupils gaining five or more A\* to G grades at Key Stage 4.
- Tackle the inconsistencies that exist within and across subjects in terms of assessment for learning.
- Improve the monitoring of provision and the evaluation of its impact.

## **Achievement and standards**

### **Grade: 3**

At Key Stage 3 the standards pupils attain in tests are well above the national average in all core subjects, at both the expected and higher levels. English produces particularly impressive results. The achievements of pupils are more variable. In English pupils make very good progress, while in science progress is broadly satisfactory. However, progress in mathematics is significantly less than might be expected, particularly amongst lower attaining pupils.

At Key Stage 4 the standards pupils attain in the GCSE examinations are above national averages. The proportion of pupils reaching the highest grades of A\* and A is also above the national average. Boys outperform girls in terms of the proportion of pupils obtaining five or more A\* to C grades which is the opposite of the national trend. However, in 2006 the proportion of pupils obtaining five or more A\* to G grades was not good enough. The progress pupils made was satisfactory when set against their starting points. Groups, such as those with learning difficulties and/or disabilities, looked-after children and Black and minority ethnic pupils make progress in line with their peers.

The school's records and inspection evidence show pupils are on track to meet their targets.

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

### **Grade: 2**

The personal development and well-being of pupils is good. The school's strong ethos is very much reflected in the positive attitudes to learning and to the school that pupils have. Pupils are well behaved and most pupils say that they feel safe and secure in the school. Most pupils adopt healthy lifestyles and speak with authority about the benefits of healthy eating and regular exercise. Through their involvement in the year group and executive school councils, pupils are contributing actively to major decisions, including the appointment of new staff and the introduction of new subjects at Key Stage 4. Similarly pupils take the opportunity to feedback regularly on their perceptions of the school. Pupils' self-confidence is boosted when they undertake roles such as peer mentors or school prefects.

The number and regularity of fixed-term exclusions has reduced dramatically due to improved behaviour management initiatives. Attendance is above the national average because of the very effective promotion of good attendance and punctuality.

Pupils' spiritual, moral, social and cultural development is good. Pupils exhibit a healthy respect and tolerance of their peers and of the teaching and support staff. They have a good awareness of cultural differences and are well adapted socially. The Catholic heart of the school very much underpins this development. Older pupils prepare well for their future economic well-being through the knowledge, skills, understanding and experiences they gain by taking part in a wide range of opportunities. These include tailor-made work experience projects, careers guidance and the increasing

opportunities they have across the school to engage in business and enterprise activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning is satisfactory and there are strengths in particular subjects and aspects. It is improving as a result of the school's focus on its development. However, there is too much inconsistency between and within subjects and this is a reason why pupils' achievement is no more than satisfactory overall.

In the best lessons, good classroom relationships encourage pupils to work well together and to enjoy their lessons. Pupils settle quickly to work. Teaching assistants are usually well deployed and work closely with teachers to support effectively those pupils with learning difficulties and/or disabilities. In well-planned lessons pupils are told what they are expected to learn and these learning outcomes are used increasingly to help pupils recognise for themselves what they have learnt. This is helping pupils to become more independent in their learning. Teachers use their good subject knowledge to plan appropriate activities and many use questioning well to draw out pupils' understanding. Good marking identifies not only what pupils have done well but also gives clear guidance on how they could improve the quality of their work. Where teachers share clear learning outcomes with their pupils, regularly check how well these outcomes are being achieved, and give pupils specific guidance about how to improve their work, pupils make good progress and achieve well. However, not all teachers effectively share learning objectives with the pupils, assess the extent to which expectations have been met, mark pupils' work effectively or give clear guidance for further improvement. Nor do they make best use of a range of learning approaches to excite and engage pupils. Pupils make some progress in these lessons, but it is markedly less than in the more lively and well-planned lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broadly satisfactory, and meets statutory requirements. The Key Stage 3 curriculum is well balanced and includes the recommended two hours per week of physical education. Religious education has a strong citizenship and personal, health and social education strand in Years 8 and 9. At Key Stage 4 the school is increasingly responding to the diverse needs of an intake whose profile is constantly changing. Pathways which offer more vocationally-orientated or work-based courses provide an alternative programme to GCSE. These are supported by alternative skills-based qualifications which equate to GCSE. All but a handful of Key Stage 4 pupils cover their ICT entitlement in the optional courses they choose. There is an extensive range of extra-curricular activities which enhance pupils' enjoyment of school. Participation levels are high, particularly in sport, music, religious and foreign language activities.

The school's specialist language college status has enabled it to liaise with other language colleges in the city and become involved in city-wide projects. International perspectives, as well as language elements have been introduced across the curriculum, and language activity has been the basis for many school initiatives, functions, trips and world-wide exchanges. A fifth of pupils in Key Stage 4 study two languages. The school actively supports qualifications in the mother tongues of pupils who have English as an additional language.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support of pupils are satisfactory overall. The school roll includes a wide range of pupils from different backgrounds, for whom the pastoral support and welfare provision is of a high quality. An extensive range of external agencies and visiting professionals adds additional support to this good element of the care provision. Health and safety, child protection systems and appropriate staff training are in place and regular fire drills are undertaken to ensure the safety of both pupils and staff. The provision for pupils' personal, social, health and citizenship education is good and it plays a positive supporting role in their personal development. While the guidance pupils receive as they move through the school is suitable, the present systems for pupil tracking and academic guidance are underdeveloped, with new procedures only recently introduced. Consequently, these procedures are not yet fully or consistently embedded across the whole school.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory overall. There are a number of strengths within senior leadership and middle managers are increasingly demonstrating their ability to lead and manage their faculty teams effectively. The headteacher's clear, strategic approach to school improvement is seen in the major initiatives she has introduced, including a keener focus on learning and achievement and the use of data to promote pupil achievement. Together with an able senior team, she provides clear educational direction and has created a common sense of purpose among staff. Leadership is collaborative. For example, the introduction of the 'strategic action group' has helped to ensure that staff, at most levels, feel part of the decision-making process.

A number of areas for development from the last inspection have been tackled successfully, though not all. The school knows itself well and has evidence to show it takes account of the views of its stakeholders. Most parents are very supportive of the school, although a significant minority of parents feel they should receive more information about their child's progress and that the school could work more closely with them. The school has an inclusive ethos and actively promotes learners' achievement. Regular staff development is informed by the school development plan. Performance management is undertaken and the staff are held to account for the

effectiveness of their work. Although the school has established systems to monitor and evaluate its effectiveness, these are not sufficiently rigorous. Assessment for learning is strong in certain areas, but is not yet fully embedded across the school.

Governors are very supportive and have an understanding of the strengths and weaknesses of their school. They fulfil their responsibilities satisfactorily. A number of governors are linked to departments and make regular visits into school, ensuring they have a clear view of how the school is operating. The school has satisfactory capacity to continue improving. Resources are effectively and efficiently deployed to achieve satisfactory value for money.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for talking to us and making us so welcome on our recent inspection visit. We saw your lessons, looked at your work and read the results of questionnaires completed by you and your parents/carers. They proved to be very helpful.

Here is a summary of our main findings, which I hope will be of interest to you.

- The quality of education you receive is satisfactory. Leadership and management of the school are also satisfactory.
- You reach standards which are consistently above the national average, but given your capabilities, the progress you make is satisfactory. Some pupils underachieve in Key Stage 3 mathematics.
- You demonstrate your good personal development and well-being through your positive attitudes to learning, good behaviour and regular attendance. You develop a range of skills and experiences that will contribute to your future economic well-being. You enjoy coming to school, feel safe and are confident any concerns you have will be dealt with appropriately.
- The quality of teaching and learning is satisfactory overall, although there is some inconsistency in the way assessment is used by staff to help you improve your performance and learn more effectively.
- The curriculum is broadly matched to your needs and interests. You have access to a good range of extra-curricular sport, music, religious and foreign language activities.

We have asked the school to improve the achievement of some pupils in mathematics at Key Stage 3, improve the percentage of pupils gaining five or more A\* to G grades at GCSE and to remove the inconsistencies that exist in the ways you are assessed so that you can learn and achieve more effectively. We have also asked staff to improve their monitoring and evaluation of the quality of education you receive.