

Cardinal Heenan Catholic High School

Tongue Lane, Leeds, West Yorkshire, LS6 4QE

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students' attainment in English has risen rapidly in the last two years, to well above average, as a result of the decisive action taken by senior leaders.
- Achievement is good in a wide range of subjects including English, mathematics, languages, geography and history.
- The majority of students make good progress as they move through the school. The proportion of students across all year groups making more than the progress expected of them is rising as a result of good teaching.
- The school's work to keep children safe is outstanding. Students behave well and want to learn. They enjoy coming to school.
- The curriculum offers a rich range of experiences within and beyond the school day.
- The school is a harmonious community where students from different backgrounds get on well together, and are respectful of each other and of adults. Students' spiritual, moral, social and cultural development is well promoted.
- The school's own view of its performance is accurate and is based on rigorous checking of students' achievement, which in turn identifies how the school can improve further.
- Governors provide a high level of support and challenge to the school.

It is not yet an outstanding school because

- In some lessons, students do not make enough progress.
- Teachers do not always provide enough guidance to low ability students to help them understand how to improve their work.
- In mathematics, particularly in Years 7 and 8, students eligible for support from the pupil premium funding do not make as much progress as they do in English. This is because numeracy skills are not developed in all subjects as are literacy skills.

Information about this inspection

- During the inspection, 37 lessons and parts of lessons were observed by inspectors. Inspectors reviewed work in students' books in a range of subjects and listened to students read. Four lessons were observed jointly with the headteacher and the deputy headteacher.
- Meetings were held with groups of staff, students, four members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to 34 staff questionnaires. They considered information from previous school surveys carried out with parents and students and the results of 41 responses to the on-line questionnaire (Parent View) were also considered.
- At different times in the day, inspectors observed students moving around inside and outside the school.
- Inspectors observed the school's work and considered a number of documents, including the school's own view of its performance, the school improvement plan, minutes from governing body meetings, and reviews of the school undertaken by external consultants.

Inspection team

Helen Gaunt, Lead inspector	Additional Inspector
Wendy Bradford	Additional Inspector
Fiona Dixon	Additional Inspector
Clive Hurren	Additional Inspector

Full report

Information about this school

- Cardinal Heenan is smaller than the average-sized secondary school.
- The proportion of girls is higher than the national average.
- The proportion of students supported through the pupil premium is above the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of students of White British heritage is below average and there is an average proportion of students for whom English is a second language.
- The proportion of disabled students and those who have special educational needs and require extra support through 'school action' is below average.
- A lower than average proportion of students have a statement of special educational needs or extra support because they have been identified as 'school action plus'.
- The school offers alternative provision for a small number of students in Years 9, 10 and 11 within a local network of providers including Leeds City College, Leeds College of Building and the White Rose School of Hair and Beauty.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- Since the previous inspection, the school has developed strong partnerships with Roundhay School and Prince Henry's Grammar School and these arrangements provide valuable training opportunities for teachers and leaders at all levels.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise standards even further, especially for students supported by the pupil premium and especially in mathematics, by:
 - ensuring that teachers and teaching assistants plan a range of learning opportunities, resources and tasks for the full range of students in their classes, they check progress regularly during the lesson and encourage individual students to make faster progress
 - ensuring that the advice given to lower ability students about how to improve their work is clear and that teachers support them in understanding exactly what to do to improve their learning
 - ensuring that all teachers, in all subjects, create opportunities for students to develop and reinforce their numeracy skills.

Inspection judgements

The achievement of pupils

is good

- The achievement of students is good. Standards at the end of Key Stage 4 have risen since the last inspection. In 2013, actions taken by leaders ensured that standards in English were well above average. Standards across a wide range of subjects, including mathematics and religious studies are high.
- The current Year 10 and 11 students are confidently set at least to match the same high standards in terms of the proportion attaining five or more GCSE passes at grades A* to C, including English and mathematics.
- The majority of students now make good progress in most subjects, including in both English and in mathematics, because underperformance is being tackled successfully and teaching has improved.
- The most able students reached high grades in their English, separate science, mathematics, music, religious studies and Spanish examinations in 2013. In general, an average number of students reached A* or A grades in many subjects, including in geography and history. Current students' progress indicates that the proportion of students gaining the highest grades will remain at least at the national average.
- Over double the average proportion of students are successful in achieving the English Baccalaureate (GCSEs at grades C and above in English, mathematics, science, a language and a humanities subject).
- In 2013, too few of the students who were eligible for free school meals made the progress expected of them including in English and mathematics. Pupil-premium funding is being well used to support a number of actions taken by the school to improve their learning and progress so that the gap in attainment, which was over one-and-a-half grades in 2013 in each of mathematics and English, is set to reduce to less than one grade in English and just above one grade in mathematics for the current Year 11.
- As a result of significant changes made to the provision for disabled students and those who have special educational needs since the last inspection, these students make good progress. Teachers and teaching assistants tailor support to students' particular needs, which enables them to participate fully in activities in lessons.
- Inspection evidence from a range of subjects and classes showed that there is no difference between the progress of students from different minority ethnic groups, those who speak English as an additional language and others.
- The school does not enter students early for GCSE examinations.
- Support and intervention for students who enter Year 7 with low literacy skills helps them to settle in quickly and make rapid progress. Reading and writing are promoted well.
- In the last two years, an increasing number of students entering Year 7, who are eligible to receive free school meals as well as extra support because they have been identified as 'school action plus', have struggled with the understanding of certain mathematical concepts. Their progress in mathematics has been slower than it has been in English because leaders have focused most of their attention on the development of literacy skills. Recent actions to address this imbalance are beginning to ensure that these students make more rapid progress in mathematics.
- This is an inclusive school. Leaders promote equality of opportunity for all students and reject all forms of discrimination. There is plenty of evidence to show that the wide range of additional support to ensure that identified students make quicker progress is making a positive difference.

The quality of teaching

is good

- As a result of leaders placing a relentless focus on teaching, the quality of teaching has improved significantly across most subjects since the last inspection and has resulted in higher

standards and faster progress.

- Students respond very positively when teachers ask searching and challenging questions, insisting that students think carefully about their responses and, in turn, challenge one another. For example, Year 10 students made very swift progress in English, considering the effectiveness of headlines, when the teacher sought to boost students' confidence by constantly probing more deeply, demanding thoughtful, high quality answers and providing positive and reassuring feedback. Students worked exceptionally well in their groups and showed outstanding concentration.
- Year 8 students made outstanding progress in a Spanish lesson where the teacher's careful planning and thoughtful teaching fully supported all learners, thus enabling them to deepen their understanding of language patterns. Students were encouraged to link new phrases to pictures and there was strong emphasis on correct pronunciation. Students were fully involved in their learning at all times.
- In a Year 10 history lesson, all students worked with enthusiasm and interest because the topic, about Titus Salt and how he had provided for factory workers, had been brought to life through their recent visit to Saltaire. The teacher provided a range of 'top tips', about how to reach higher grades and lower ability students were given relevant homework to support their learning. However, not all teachers cater as effectively for lower ability learners, who do not always receive effective feedback on how to improve their work.
- The quality of marking is usually good. Students' work is checked regularly and in many cases students respond well to written advice from their teachers about how they can improve their work using the 'GPOP' system (green pen of progress). Students are enthusiastic about this and say that it helps them understand what they should do to reach the next level.
- However, on occasions students do not make good progress because teachers and teaching assistants do not always work closely enough together or use information about students' achievement to plan work at the right level. Nor do they make regular enough checks on rates of progress and students' understanding.
- As a result of leaders' strong emphasis on a whole school approach to literacy, most teachers, and in a full range of subjects, actively encourage students to develop their skills in reading and writing.
- It is only recently that leaders have started to take a similar approach to developing students' numeracy skills. Consequently, students, in particular those who have less well developed numeracy skills on entry to Year 7, have not made up for lost ground as quickly as they might. School leaders have identified this issue and measures are now in place to ensure that the gaps are closed.

The behaviour and safety of pupils are good

- The behaviour of students is good.
- Students' behaviour in lessons and their attitudes to learning are positive. Their behaviour around the school is also good. They are well mannered and show courtesy and respect towards one another and towards adults.
- There is very little litter around the school because students care for the environment.
- Students demonstrate a strong appreciation of different cultures and students from a variety of backgrounds and cultures get on extremely well together.
- Students told inspectors that school is like 'one big family'. They are well supported by adults. They say that there is always someone to go to if they need help or advice and that their teachers always encourage them to do well.
- The school's work to keep students safe and secure is outstanding.
- Students feel safe in school, they know how to keep safe and parents agree.
- Students enjoy coming to school and attend well. Since the last inspection, leaders have continued to work hard to encourage high levels of attendance which has risen further. Overall

attendance is well above average and the number of persistent absentees well below average.

- The school's excellent work on encouraging positive behaviour and prioritising behaviour for learning has greatly reduced the number of fixed term exclusions since the last inspection. The progress of students' whose behaviour has been modified is being tracked and is showing signs of improvement.
- Students have a good understanding of all of the different types of bullying and the implications of extremist behaviour. The school works with special agencies to support students who may have been exposed to extremist behaviour. Intolerant language is classed as bullying and acted upon. Students say that bullying is rare and that any incidents of bullying are swiftly dealt with. The school also offers practical sessions for parents.
- Staff, governors, parents and students all have regular opportunities to express their views on all aspects of school life, through meetings and questionnaires. A parents' forum provides regular opportunities for parents to meet with school leaders and special provision is made for those parents who might otherwise find it difficult to approach school staff.
- The school successfully promotes students' spiritual, moral, social and cultural development through a rich and varied range of activities within and beyond the daily curriculum. Students are very enthusiastic about engaging in sporting, artistic, charitable and other events and to take on responsibility, for instance, as school counsellors.

The leadership and management are good

- The quality of leadership and management has improved since the last inspection and is now good. Senior leaders and governors work effectively together and set high expectations for staff and students. Their aspirations are shared by teachers and leaders at all levels. Middle leaders and subject leaders are held to account for student achievement and the quality of teaching in their subjects. Partnership activities have been developed with two local outstanding schools and leaders at all levels are making the most of the opportunities created to share good practice and improve teaching.
- Good progress has been made in tackling the areas for improvement identified at the last inspection. More students are making good progress, achievement has improved in English and there is now more good and outstanding teaching. The school's systems for tracking student progress are thorough and underachievement is being quickly identified and tackled. Leaders at all levels and governors have an accurate view of how well they are doing and plans are appropriately focused on priorities for improvement. The range of improvements already achieved indicates that they have good capacity to secure further improvements.
- There are effective methods to manage teachers' performance. Teachers are set challenging targets, linked to students' achievement, and further training is provided when necessary.
- Leadership of specialist provision for disabled students and those who have special educational needs is strong. The school has focused on improving the skills of classroom teachers and teaching assistants in meeting the needs of students classified as 'school action' and 'school action plus'. This is helping these students to make good progress.
- Funding for students eligible for support through the pupil premium and Year 7 catch-up provides a wide range of additional activities, resources and support and leaders measure the impact of this spending on outcomes for students. They are aware that the gaps have narrowed more quickly in English in Years 7 and 8 than in mathematics because a greater focus has been placed on English in the past two years. This is being addressed.
- The curriculum provides appropriate challenge for students of all levels of ability with a strong focus on academic subjects but with a sufficient range of alternative courses to ensure that all students enjoy and achieve. The off-site provision for some students in Key Stage 4 enables them to achieve success too.
- The local authority has provided very good support for the school over the past two years, especially in its provision of high quality training for middle leaders.

■ **The governance of the school:**

- Governors have worked hard to ensure that they have a good understanding of the strengths of the school and what could be improved. They hold teachers to account through a rigorous performance-management process, while maintaining good staff morale. Governors provide a high level of support and challenge to the senior leadership team. They are well informed about the quality of teaching and students' progress and are able to ask searching questions. Governors have ensured that the school's work to keep students safe and secure is outstanding. Financial management and monitoring, including the use of pupil premium funding and teachers' pay, are strong and the impact of this is regularly checked.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108095
Local authority	Leeds
Inspection number	442258

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	918
Appropriate authority	The governing body
Chair	David Murray
Headteacher	Elizabeth Cox
Date of previous school inspection	5 February 2013
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