

# Bishop Douglass School Finchley

## Inspection report

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<b>Unique Reference Number</b>	101365
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	354989
<b>Inspection dates</b>	14–15 October 2010
<b>Reporting inspector</b>	Anne Wellham

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	770
Of which, number on roll in the sixth form	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Christine Haugh
<b>Headteacher</b>	Ms Angela Murphy
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Hamilton Road, Finchley London N2 0SQ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 40 teachers and 35 lessons including two which were jointly observed with senior leaders. Meetings were held with parents, groups of students, governors and staff. They observed the school's work and observed meetings between parents, students and staff to discuss progress against targets. They looked at data analysis of the attainment and progress of students and scrutinised documentation about the evaluation of performance by the senior leaders, faculty leaders and heads of department. They evaluated the responses from questionnaires completed by 271 parents and carers, 132 pupils and 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- How accurate is the school's assessment and analysis of the attainment and progress of students in English, mathematics, and science and in the sixth form?
- How effective are teaching and learning across all areas of the curriculum and how well involved are parents, staff, students and partners in assessing progress?
- How well do students from different backgrounds learn, get on with each other, behave and contribute to the community?

## Information about the school

Bishop Douglass is a Roman Catholic school. There are more boys than girls. Most students do not live locally; they come from communities spread over a wide geographical area. The largest minority ethnic groups represented are of Eastern European, Asian, Black British and Black African heritage. The percentages of students speaking English as an additional language, those with special educational needs and/or disabilities and those known to be eligible for free school meals are well above the national averages.

Comparatively high numbers of students join the school part-way through their secondary education, some of whom are new to this country. The school has had specialist status in science since September 2007 and was re-designated in July 2009. It was awarded Healthy School status in 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bishop Douglass provides a good education for students with very wide-ranging and diverse abilities, interests and needs. The school is a well-ordered, purposeful and safe community with a strong commitment to ensure that all students have an equal chance to succeed. Students learn from each other, behave well and value the extensive opportunities they have to improve their learning. Since the last inspection the school has made good progress in tackling the key areas for development. Standards of behaviour have risen from satisfactory to good. Appropriate conduct in corridors and around the school and students' very good behaviour in lessons make a strong contribution to their learning. Exclusions have reduced year on year and actions taken to reduce persistent absence have been effective. Attendance is average and improving. The school's specialist status is raising standards in science and outstanding practice in teaching is being shared across subjects. Community links are strong and the school is involved in a range of local and national initiatives which make a good contribution to students' outcomes.

There is considerable variation in the attainment of students when they enter the school because of the high numbers that join part-way through their secondary education, some of whom are at early stages of learning English. Current attainment is average and improving, although there is some variation across different groups and subjects. Standards are higher in English and science than in mathematics, where results are below the national average, and boys do less well than girls. The majority of students make good progress as a result of good and sometimes outstanding teaching, the innovative curriculum, and high quality care and guidance. Flexible and personalised timetabling supported by well-paced and precisely differentiated teaching allows students to study for optional GCSEs, AS or vocational courses in mixed-age groups. Students with special educational needs and/or disabilities and those who are learning to speak English as an additional language receive personalised intervention and guidance, which makes an important contribution to their quality of learning. They make good and sometimes outstanding progress although they may attain results that are below the national average.

The school has good capacity to improve further. The effective headteacher and senior leaders, supported by a strong team of middle leaders, successfully convey an ambitious vision for improvement. Monitoring is generally rigorous and has been successful in sustaining and consolidating good performance. Processes for managing the professional development of staff are used very well to improve teaching and learning and the imaginative curriculum is being used well to raise aspirations. However, standards are not rising rapidly and evenly across subjects, particularly in mathematics, where teaching is more variable. Leaders and managers regularly collect assessment data to track students' achievement against their individual targets and plan effective intervention for individuals. However, the formal analysis of the achievement of the many different groups of students

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in specific subjects completed by senior leaders is not sharp and precise enough. Parents, students and the governing body value the detailed information they receive on students' attainment against their targets but it is not always easy to interpret.

The sixth form makes a strong contribution to the school community. The current leader of the sixth form was appointed in September 2009 and is providing a very clear direction for improvement. Since the last inspection the curriculum has been extended at different levels to make sure that students are being placed on appropriate courses that match their abilities and interests, a review of teaching and learning has taken place and attendance is improving. Outcomes remain satisfactory as there has been insufficient time for improvements to provision to have had a significant impact, particularly on the variation in achievement between different subjects.

### **What does the school need to do to improve further?**

- Raise standards in mathematics by:
  - providing consistently good teaching across the department
  - making good use of assessment to plan for and support learning.
- Evaluate the performance of students in the school and the sixth form more precisely by:
  - providing a sharper analysis of the achievement in different subjects, including achievement of different groups
  - providing high quality data on attainment and progress that can be easily understood by students, parents and governors
  - involving the governing body more fully in evaluating achievement.

### **Outcomes for individuals and groups of pupils**

**2**

In the large majority of lessons observed the quality of learning was good and students made good progress. The very positive relationships that exist between students and their teachers and other adults create a calm and purposeful atmosphere in which to learn. The quality of learning provided through additional support and intervention is very good, and this makes a significant contribution to students' good overall progress. In outstanding lessons students respond to high levels of challenge and demonstrate high level skills, for example recording key learning points and editing their own work. All groups make broadly comparable progress, but there are some variations, for example between boys and girls and in mathematics.

Students enjoy coming to school and value the school community because they feel safe, well cared for and supported. They have a satisfactory understanding of the risks associated with factors that have an impact on their physical health and emotional well-being. They recognise the benefits of a healthy diet and regular exercise but do not always put this into practice. The school is successful in promoting the values of respect and responsibility and effectively encourages all students to get involved in the life of the school and the wider community. Bullying, racist behaviour or discrimination are rare. The school instils a sense of purpose and self-belief, which underpins students' good spiritual, moral, social and cultural development.

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Students are well equipped to succeed in the future. Although standards in mathematics are below average in examinations, basic numeracy is sound, and, with strong skills in literacy and information and communication technology (ICT), students apply their skills well in lessons and in extra-curricular activities. They have learnt to work together appropriately and to learn from each other. Students' improving attendance and punctuality and well-designed curriculum develop their knowledge and understanding of the workplace, build self-esteem and raise their aspirations.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The majority of teaching and learning is good or better because of a strong focus on using assessment to support learning across the school and a commitment to sharing good practice in and across faculties. In good and outstanding lessons students engage enthusiastically because of high expectations, challenging learning objectives and a lively pace. Outstanding teaching takes account of students' preferred learning styles and uses a variety of strategies to prompt learning. In these lessons students are actively involved and challenged to think for themselves and the focus is on learning rather than teaching. Learning activities are supported by constructive feedback through the use of meaningful dialogue in lessons, peer assessment and detailed marking of work. Technology is used imaginatively and well. In other lessons where teaching is not as strong, teachers do not

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use assessment information to plan lessons that match students' different abilities and understanding. This is sometimes the case in mathematics.

The curriculum is frequently reviewed and adapted to ensure that it is relevant to the experiences and interests of students and the context of the school. It uses the knowledge and expertise of staff to best effect and exploits fully opportunities to match examination courses to the stage of a student's development. This has increased the motivation and aspirations of students at Key Stage 4. A wide range of trips, enrichment activities, sporting events, out of hours learning, weekend and holiday support contribute significantly to students' enjoyment and provide many opportunities for students from different backgrounds and of different ages to interact and work together.

Levels of support and care for students are especially well targeted and help students to make good progress whatever their starting points. The school knows and understands the needs of students and their families extremely well. Students of all backgrounds are encouraged to take on roles that develop qualities of leadership, teamwork and problem solving. High quality, consistent guidance supports students at each stage of their education as they move through the school and allows them to be well informed about future options when they leave school. Parents and students place a high value on the advice they receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The effective headteacher and the senior leadership team provide the school with good leadership and have a strong commitment to driving improvement. Some highly effective middle leaders are improving performance within their departments and working together to raise achievement across subject areas. Leaders and managers have aspirations for the school to become an outstanding one. Self-evaluation has correctly identified the strengths and weaknesses that exist in teaching and learning and the curriculum, and has led to some effective action to move towards outstanding provision. Extensive data about the performance and participation of groups are interrogated well and effective action is taken to tackle discrimination and promote equality of opportunity so gaps are closing but currently self-evaluation is not fine-tuned enough to identify what needs to be done to tackle the relative weaknesses within achievement to move towards outstanding outcomes.

The school meets all the statutory requirements for safeguarding and works with external agencies such as health and social services to promote the safety, health and welfare of all students. Governance is sound. The governing body discharges all statutory

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responsibilities and ensures staff and students are safe. Governors are aware of strengths and weaknesses and will challenge the school's direction but generally accept judgements about achievement and have few strategies to enable them to evaluate it for themselves.

The school actively encourages parents and carers to communicate with the school and keeps them well informed. It engages with parents effectively by helping them to support learning through involvement in target-setting days, consultation and curriculum evenings and by encouraging them to celebrate achievement. This has contributed to improvements in attendance, punctuality and behaviour. The school has a clear understanding of its context and an effective strategy to promote community cohesion. The impact of its actions is evident in how well students from different backgrounds and experiences get on with each other, behave and contribute to the community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

The sixth form students provide good role models for younger students. Attainment in the sixth form is rising and students make satisfactory progress from low starting points. The school has successfully tackled a dip in performance in 2009 and the variation in achievement between subjects is beginning to close as a result of good quality teaching and a broad and relevant curriculum. The effective head of sixth form and his team have a clear vision of how to raise standards further and move outcomes from satisfactory to consistently good. Students benefit from taking on posts of responsibility and they take a key role in the development of community work. These activities develop valuable workplace skills as well as contributing to students' enjoyment and achievement.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The vast majority of parents and carers are happy with their children's experiences and progress at the school. They believe that the school keeps students safe and feel well informed about their child's progress. There were supportive comments about the school's leadership and the approachable staff. Inspection evidence supports the parents' view that the school provides good care and guidance and helps their children to make good progress. A few parents feel that school meals are unhealthy and expensive. Inspection evidence showed that this was a view shared by students.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Douglass School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 271 completed questionnaires by the end of the on-site inspection. In total, there are 770 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	36	158	58	12	4	2	1
The school keeps my child safe	99	37	156	58	12	4	1	0
My school informs me about my child's progress	118	44	139	51	8	3	0	0
My child is making enough progress at this school	79	29	166	61	19	7	0	0
The teaching is good at this school	83	31	167	62	8	3	0	0
The school helps me to support my child's learning	83	31	168	62	13	5	1	0
The school helps my child to have a healthy lifestyle	71	26	157	52	32	12	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	85	31	148	55	20	7	2	1
The school meets my child's particular needs	57	21	171	63	24	9	2	1
The school deals effectively with unacceptable behaviour	107	39	122	45	24	9	5	2
The school takes account of my suggestions and concerns	59	22	164	61	23	8	6	2
The school is led and managed effectively	92	34	150	55	14	5	2	1
Overall, I am happy with my child's experience at this school	104	38	147	54	11	4	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 October 2010

Dear Students

**Inspection of Bishop Douglass School, Finchley, N2 0SQ**

Thank you for the very friendly welcome you gave us when we visited your school recently. We enjoyed talking to you and your teachers, visiting your lessons and looking at your work. We think your school is providing you with a good education. We were impressed with the support you give each other and your good behaviour. You get on very well with all the teachers and the adults who support you, which helps you to make good progress.

You have opportunities to study many different subjects and you told us you are enjoying the chance to work in mixed age groups during Years 9 to 11 and to take a range of qualifications. Teaching is good. We observed some lively and challenging lessons that made you work hard and think for yourselves.

The headteacher and senior staff lead your school well. They make sure that you are encouraged to have high expectations of yourselves and others. Your teachers are very committed to helping you. The improving sixth form is a very important part of the school and the sixth form students set a good example for younger students to follow.

Although there are many good things about your school there is always room for improvement. We have asked the school to help you achieve better results in mathematics by making sure work in lessons is always at the right level for you. You can help by continuing to work hard in this subject. We have also asked them to make sure that they use all the assessment information they collect to provide clearer information about how well everyone is doing. This can help the governors to interpret how well the school is performing and can help you and your parents understand the progress you are making against your targets.

We wish you all at Bishop Douglass School a very happy and successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector

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