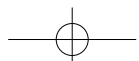
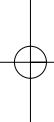
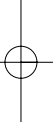
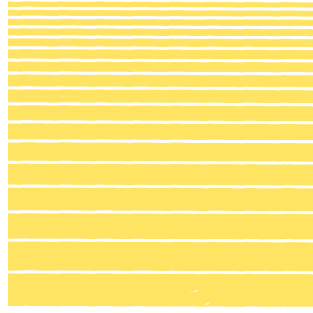
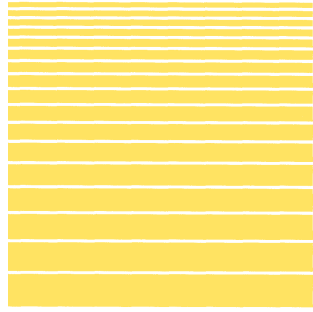
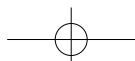
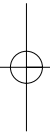
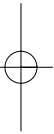
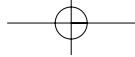
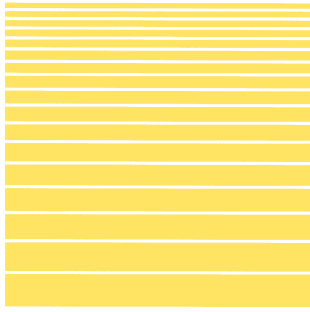


**Quality & Performance:  
A Survey of Education in Catholic Schools**

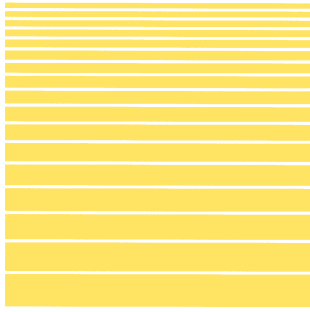






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## Foreword

I am delighted that the CES has been able to work closely with Ofsted to prepare this very positive survey which shows an analysis of recent Ofsted inspection data specifically in relation to the success of Catholic maintained schools and sixth-form colleges. I welcome the opportunity that this survey will provide to inform discussions about the contribution that schools with a religious character can continue to make to the well-being of society.

There is much to celebrate in the survey. This confirms much that we already knew or believed about our schools including their very successful ethos and high standards. It is good that we are able to identify our strengths so that we can build on them and continue in the spirit of service that characterises the Church's provision of schools.

The survey counteracts some of the current myths about Catholic schools. It highlights, for example, the considerable ethnic diversity of our school communities and the fact that the social profile, judged by free school meal levels, is very similar to the national average in community schools.

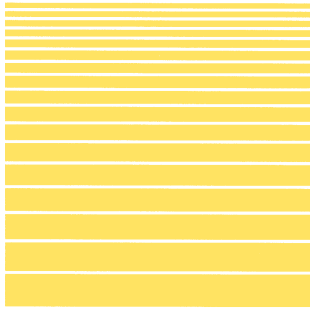
We are always striving to do better, but not to lose sight of our vision of the purpose of education whatever the pressures of league tables and an agenda of considerable change. We will work with our diocesan colleagues to help address any areas where the survey indicates that we do less well than the national average. By revealing areas for development, the survey gives us an opportunity to analyse, study and plan from a basis of objective evidence. The conclusions have been cast in such a way as to stimulate this process. In some instances the survey prompts consideration of whether what is looked for by Ofsted captures adequately the particular ways of doing things in Catholic schools. Approaches to leadership in Catholic schools may be one such example for further exploration.

This survey alerts us to the high quality of our governors, to the strong links that are made with parents in our schools and the likelihood that parents will make a valuable contribution to their children's education in Catholic schools. It confirms the quality of our staff as evidenced in high standards of teaching. All who work in Catholic schools, whether teachers or other staff, the school leaders and governors, should take heart from this survey knowing that the successes identified are brought about through their endeavours. I, therefore, take this opportunity to thank all those who are working in our schools and sixth-form colleges for their invaluable contribution.

Finally, thanks are due to Ofsted's Research, Analysis and International Division, and in particular the Divisional Manager, Mr Tim Key HMI, and the Information and Analytical Services Manager Mr David Howarth and his team, for making statistical data available to the CES and for their help in the preparation of this report. I am grateful to Peter Irvine, retired HMI and education consultant, for his preparation of the text.



Oona Stannard  
Director and Chief Executive



## Introduction

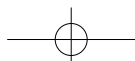
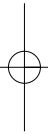
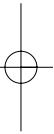
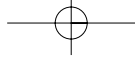
The analyses that follow are based on data and inspection evidence from years 2003-5. Throughout the document, *RC* refers to maintained schools classified as Roman Catholic. *Other* shows all other state schools, including those of other denominations or faiths. The *national* category combines these two groups to show all maintained schools.

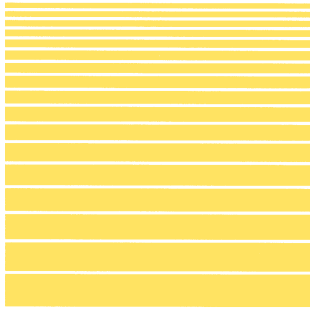
The context and attainment data are drawn from Ofsted's national database for all maintained schools. The information about the quality of education draws on the findings of the inspection cycle from 2003-5, and so incorporates data only for the schools inspected in that period. For the primary phase, the total sample inspected was more than 5,500 schools, of which just under 500 were RC schools. The secondary sample was 1,112 schools; 106 of these were RC schools, of which 60 had sixth forms. Sixth-form colleges are subject to a different inspection system from schools, but some data about their examination performance are included for comparative purposes.

Sample sizes are generally reliable for analysis of context and attainment data, but the differences in regional distribution between RC schools and others should be interpreted with caution. The quality of education data at primary level supports reasonably secure conclusions. The small size of the sample of secondary schools, particularly those with sixth forms, means that meaningful statistical comparisons are not possible, but differences in judgements between RC schools and other schools, especially if maintained over several years, may nonetheless help to focus attention on comparative strengths and weaknesses in the sector.

In some tables, and generally in the text, figures have been rounded. This is the reason that in some cases percentages do not total 100.

The inspection schedule 2003-5 permitted seven categories of judgement, but for clarity these have been conflated to four: the highest assessment records excellent or very good performance; the next is good; the next is satisfactory; and the lowest assessment encompasses unsatisfactory, poor or very poor performance.





# Main Findings

## Summary

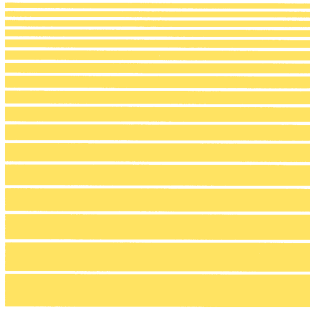
- 1 The pupils in RC schools closely reflect the national school population in terms of levels of disadvantage and special educational needs (SEN), but they generally travel further to get to school. RC schools have a higher proportion of pupils from minority ethnic groups.
- 2 The schools are much more successful than other maintained schools at creating an ethos where pupils learn effectively. Attendance is better and parents make a stronger contribution to their children's education. Pupils' personal development is more effectively fostered, particularly at secondary level. From 5 to 16 years old, standards are higher than those of comparable pupils in maintained schools nationally and pupils make better progress. Although sixth-form pupils in RC sixth-form colleges attain on a par with pupils in sixth-form colleges nationally, pupils in RC school sixth forms attain slightly less highly than pupils in other maintained schools.
- 3 In a few other aspects, RC schools do less well. They are rather less successful at involving their pupils actively and taking account of their views. The curriculum from 14-19 years is more restricted than average and links with other educational institutions are less well developed. Schools' accommodation and resources are less good, but this has no discernible depressant effect on standards.
- 4 Governance, leadership and management do not differ greatly from other schools, except that RC secondary schools tend to be better governed and more often provide examples of excellent role models among their leaders.

## In more detail

- 5 Based on Free School Meal (FSM) entitlement, pupils in RC schools come from socio-economic backgrounds broadly similar to those of pupils in other schools.
- 6 Proportions of pupils with SEN are very similar to other schools overall (slightly higher in RC secondary schools, slightly lower in RC primary schools), but in both phases there are fewer RC schools with very high proportions of pupils with SEN.
- 7 Proportions of pupils from minority ethnic groups are rather higher in RC schools, with more Black pupils but fewer Asian pupils than in other schools.
- 8 The distances travelled to school and the extent to which pupils cross local authority (LA) boundaries are greater for pupils in RC schools than for pupils in other schools.
- 9 Across all FSM bands, overall results in Key Stage 1 and 2 tests are consistently better in RC schools.
- 10 Across all FSM bands, pupils' results in tests at 14 in RC schools are slightly better than in

schools nationally, except that science results for pupils in RC schools in the top FSM band are slightly lower.

- 11 At GCSE, RC schools consistently have greater proportions of pupils gaining at least 5 grades A\*-C. The schools have a slightly greater edge over other schools as the proportion of FSM increases, except that in the very top band the proportion gaining five grades A\*-C is slightly lower in RC schools (but since only 8 RC schools in the sample fall into this category, conclusions are very tentative).
- 12 Students in RC school sixth forms attain slightly less well across all types of qualification than students in other school sixth forms. This contrasts with RC sixth-form colleges, where students perform at least as well as students in other sixth-form colleges.
- 13 Measures of progress from 11-16 years show that pupils in RC schools make rather better progress than pupils in other schools, both in absolute terms and when contextual factors are taken into account.
- 14 In terms of overall effectiveness and the quality of education, a slightly higher proportion of RC schools is judged good or better than other schools. A much higher proportion is judged to have an excellent or very good ethos. In the *Ofsted Annual Reports* for the years in question, proportionally more RC schools are identified as *particularly successful* and a smaller proportion of secondary schools gives cause for concern. A slightly higher proportion of RC primary schools gives cause for concern than of other schools.
- 15 RC schools are very effective in areas associated with pupils' personal development, attitudes and values, and particularly in cultivating self-knowledge and spiritual awareness. Higher proportions form excellent or very good links with parents. Parents are more likely to make a valuable contribution to their children's education than in other schools, particularly at secondary level. Attendance is better at all stages.
- 16 In both primary and secondary phases, provision of pastoral care, support and guidance is similar to other schools, but RC schools are slightly less successful at involving pupils actively and taking account of their views. Careers guidance is at least as good from 11-16 years in RC schools as in other schools but slightly less good in RC school sixth forms.
- 17 In RC primary schools the curriculum offered is similar to that in other schools, but in RC secondary schools the curriculum is rather more restricted, particularly for the 14-19 age range. Links between RC secondary schools and other schools and colleges are slightly less well developed, particularly at sixth-form level. Accommodation and resources support the curriculum rather less well in RC schools in both phases but this does not appear to lower standards of attainment.
- 18 The quality of governance of RC primary schools is about the same as in other schools, but at secondary level the quality of governance is excellent in a higher proportion of RC schools than of other schools. In terms of leadership and management, RC schools do not differ much from other schools, except that examples of leaders as excellent role models appear to be more common in RC secondary schools than in schools generally. In both primary and secondary phases, the contribution of key staff apart from the head is slightly less often judged to be excellent than in other schools.



## The Context

### Primary schools

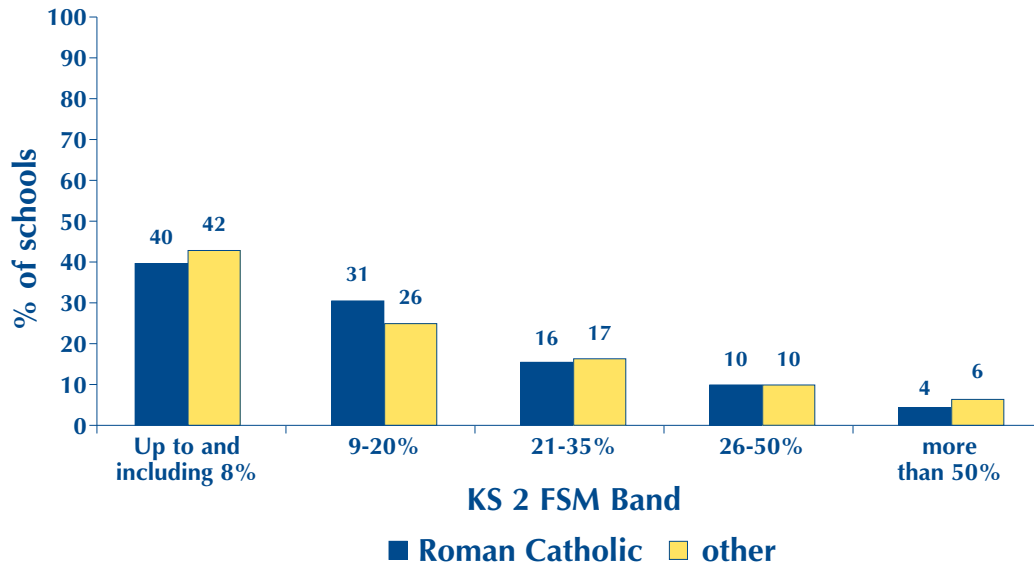
19 Table 1 shows that there are relatively large numbers of RC primary schools in the North West. Almost a third of all RC primary schools are in this region and, in several North West LAs, RC schools make up more than a third of the schools in the LA. There are also proportionately more RC schools in London and the North East, though the difference from national proportions is much less striking than for the North West. Proportions are lower than average in the East of England, East Midlands and South West regions. (Annex 1A shows the geographical distribution of schools.)

Table 1: The distribution of national primary schools in the English regions

Region	RC (%)	Other (%)	National (%)
East of England	6	12	12
East Midlands	5	10	10
West Midlands	12	11	11
London	14	10	10
South East	10	16	15
South West	5	12	11
North East	9	5	5
North West	31	13	15
Yorkshire and the Humber	9	11	11
<b>Total number of schools</b>	<b>1,723</b>	<b>16,039</b>	<b>17,762</b>

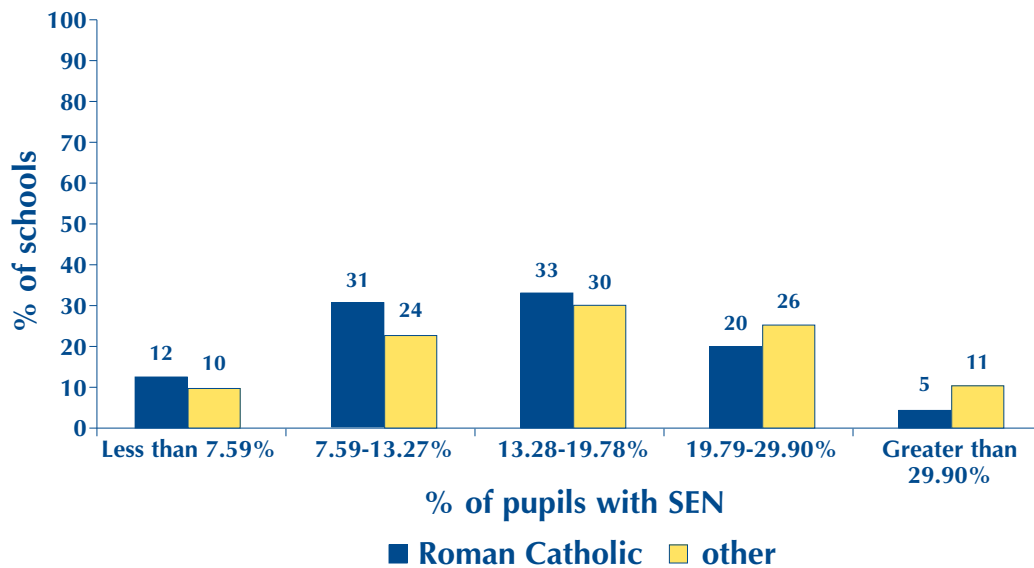
- 20 The average roll in RC primary schools is almost identical to the national average. However, there are fewer very small or very large RC schools: the majority are middle-sized (174-247 pupils), with 47% of RC schools falling into this bracket compared to 30% nationally.
- 21 Figures showing pupils' eligibility for free school meals are not very different for RC schools. The average percentage eligible for FSM is slightly below the national figure but the spread of data across the bands closely mirrors the spread for other schools.

Figure 1: Distribution across free school meal bands for Roman Catholic and other primary schools



22 There are also slightly lower proportions of pupils with SEN (16% compared to 19% in other schools). The figures across the SEN bands are generally similar, except that RC schools are under-represented in the highest two bands: they are less likely to have high proportions of pupils with SEN.

Figure 2: Proportions of pupils with SEN<sup>1</sup> in Roman Catholic and other primary schools



23 The proportion of ethnic minority pupils in RC schools is slightly above the national figure, at 18.2% compared to 16.7% (2005 figures). The proportion for whom English is an additional language<sup>2</sup> (EAL) is slightly lower than average (7% compared to 9%). The makeup of the ethnic minority populations differs in the RC sector. RC schools have more Black pupils and fewer Asian pupils, relatively, than other schools nationally.

1 A pupil is defined as having special educational needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her.

2 This includes pupils classified as *first language believed to be other than English*.

Table 2: Percentage ethnic minority pupils in primary schools by ethnicity type, 2005

	<b>RC</b>	<b>Other</b>	<b>National</b>
Irish	1.9	0.2	0.3
Travellers	0.2	0.1	0.1
Gypsy	0.1	0.1	0.1
White other	3.2	1.9	2.0
Mixed	3.6	2.8	2.9
Asian	2.6	6.9	6.5
Black	5.3	3.4	3.6
Chinese	0.2	0.3	0.3
Any other	1.1	0.9	0.9
<b>Total</b>	<b>18.2</b>	<b>16.5</b>	<b>16.7</b>

Table 3: Percentage pupils whose first language is other or believed to be other than English

<b>EAL %</b>	<b>RC (%)</b>	<b>Other (%)</b>	<b>National (%)</b>
0%	27	33	32
Less than 1.00%	16	16	16
1.00 - 5.00%	30	28	28
5.01 - 20.00%	17	13	13
More than 20%	9	11	11
<b>Total number of schools</b>	<b>1,723</b>	<b>16,039</b>	<b>17,762</b>
<b>Average</b>	<b>7</b>	<b>10</b>	<b>9</b>

24 The median distance pupils travel to school is greater than the national average for pupils in RC schools and the range of distances travelled is wider. This means that on average pupils at RC schools travel further to school and some travel much further than average. About 4% of pupils at RC primary schools travel more than five kilometres (three miles) to school, compared to 3% of pupils in other schools. (For graphical representation of travel figures, see Annex 2.)

## Secondary schools

25 The distribution of RC secondary schools shows a similar pattern to primary schools. There are relatively large numbers in London and especially in the North West, and fewer in the Eastern counties and the South West. (Annex 1B shows the distribution geographically.)

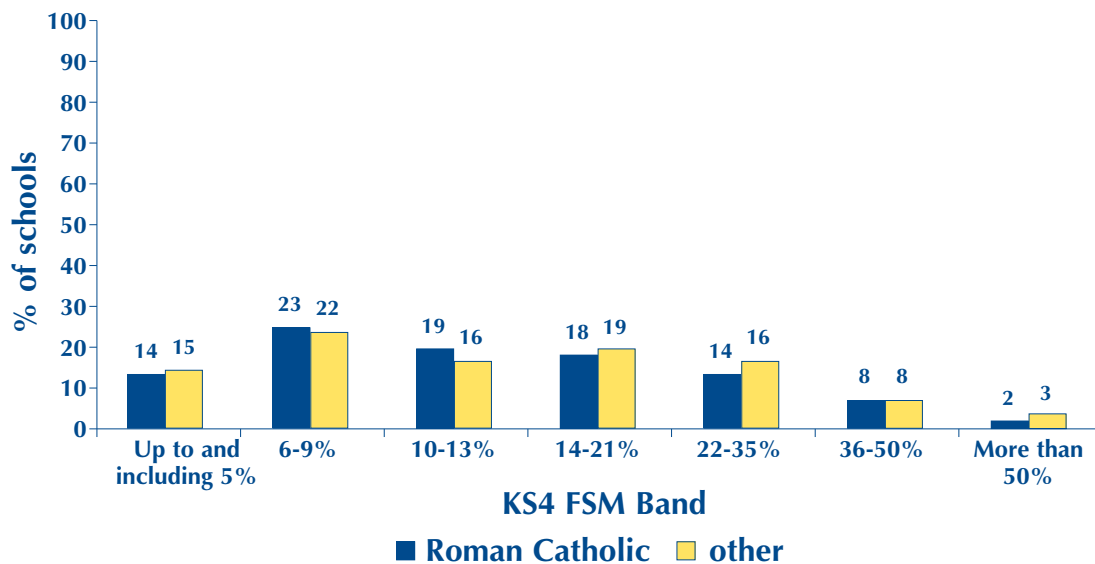
Table 4: The distribution of secondary schools in the English regions

Region	RC (%)	Other (%)	National (%)
East of England	7	13	12
East Midlands	5	10	9
West Midlands	11	12	12
London	20	11	12
South East	9	15	15
South West	3	10	10
North East	9	6	6
North West	29	12	14
Yorkshire and the Humber	7	10	10
<b>Total number of schools</b>	<b>352</b>	<b>3,083</b>	<b>3,435</b>

26 The average roll of RC secondary schools is slightly smaller than the national average (913 compared to 976) and, as for primary schools, there are fewer very small or very large schools. The average number of pupils in RC school sixth forms is similar to the national average, but sixth forms in RC schools are more likely to be middling in size, with few at either the small or large end of the spectrum.

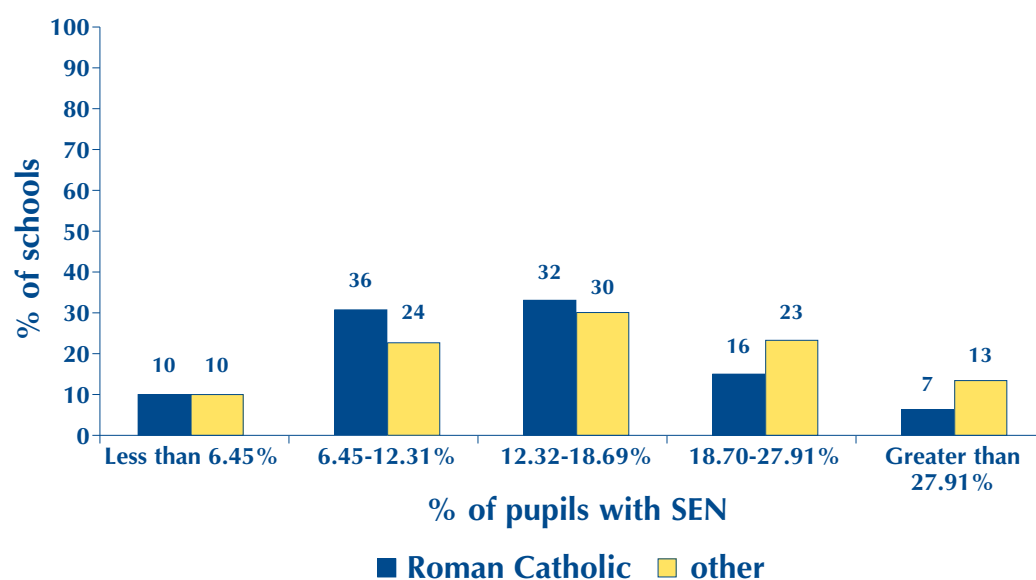
27 RC schools have similar proportions of pupils eligible for FSM compared to other schools and the distribution across FSM bands parallels national averages.

Figure 3: Distribution across free school meals bands for Roman Catholic and other secondary schools



28 The average proportion of pupils with SEN is slightly greater than in other schools (16% compared to 14%), though RC schools are less likely to have very high numbers of such pupils.

Figure 4: Proportions of pupils with SEN in Roman Catholic and other secondary schools



29 The proportion of pupils from minority ethnic groups in RC schools is above the average in other schools, at 20% compared to 15.6% (2005 figures); the proportions whose first language is not English are close to overall averages. The same contrast of ethnic makeup noted in primary schools is also evident in secondary schools, which have more Black and fewer Asian pupils than the national averages.

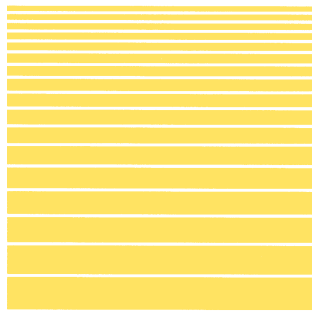
Table 5: Percentage ethnic minority pupils in secondary schools by ethnicity type, 2005

	RC (%)	Other (%)	National (%)
Irish	2.2	0.2	0.4
Travellers	0.1	0.0	0.0
Gypsy	0.0	0.1	0.1
White other	3.5	1.8	2.0
Mixed	3.2	2.3	2.4
Asian	2.9	6.8	6.5
Black	6.5	3.2	3.5
Chinese	0.3	0.4	0.4
Any other	1.2	0.8	0.9
<b>Total</b>	<b>20.0</b>	<b>15.6</b>	<b>16.0</b>

Table 6: Percentage pupils whose first language is not English

EAL %	RC (%)	Other (%)	National (%)
Less than 0.22%	10	10	10
0.22-0.92%	20	26	25
0.93-3.70%	32	30	30
3.71-22.40%	27	22	25
Greater than 22.40%	11	13	10
Number of schools	352	3,083	3,435
<b>Average</b>	<b>7</b>	<b>9</b>	<b>9</b>

30 Most pupils at RC secondary schools travel further to school than their peers in other schools. The median distance for pupils at RC schools is about one kilometre more, and the range of distances is much wider. About 20% of pupils at RC schools travel more than five kilometres to school, compared to 14% of pupils in other schools. (See Annex 2 for graphical representation.)



## Standards in Key Stages 1-4

### Results in Key Stage 1-3 tests and GCSE

31 At ages 7 and 11, results in RC schools are higher than in schools nationally across all FSM bands. At age seven, proportions of pupils attaining level 2 or higher are consistently between two and four percentage points higher across the Reading, Writing and Mathematics assessments. The gap has widened by age eleven, to seven or eight percentage points in English and Mathematics; the gap in Science is consistently between four and five percentage points. At ages 14 and 16, results are higher across all FSM bands apart from the top band (more than 50% FSM). However, there were only eight RC schools in this band. At age 14, the proportions of pupils in RC schools gaining level 5 or above are consistently above other schools for all FSM bands in English, Mathematics and Science, except for the top band where results are slightly below average in Science. GCSE results show RC schools outperforming other schools, the proportion gaining at least 5 GCSEs at A\*-C level exceeding the national average by between six and eight percent consistently from 2003-5.

Figure 5: Percentage pupils attaining Level 2+ at KS1 in Roman Catholic and other schools, 2003

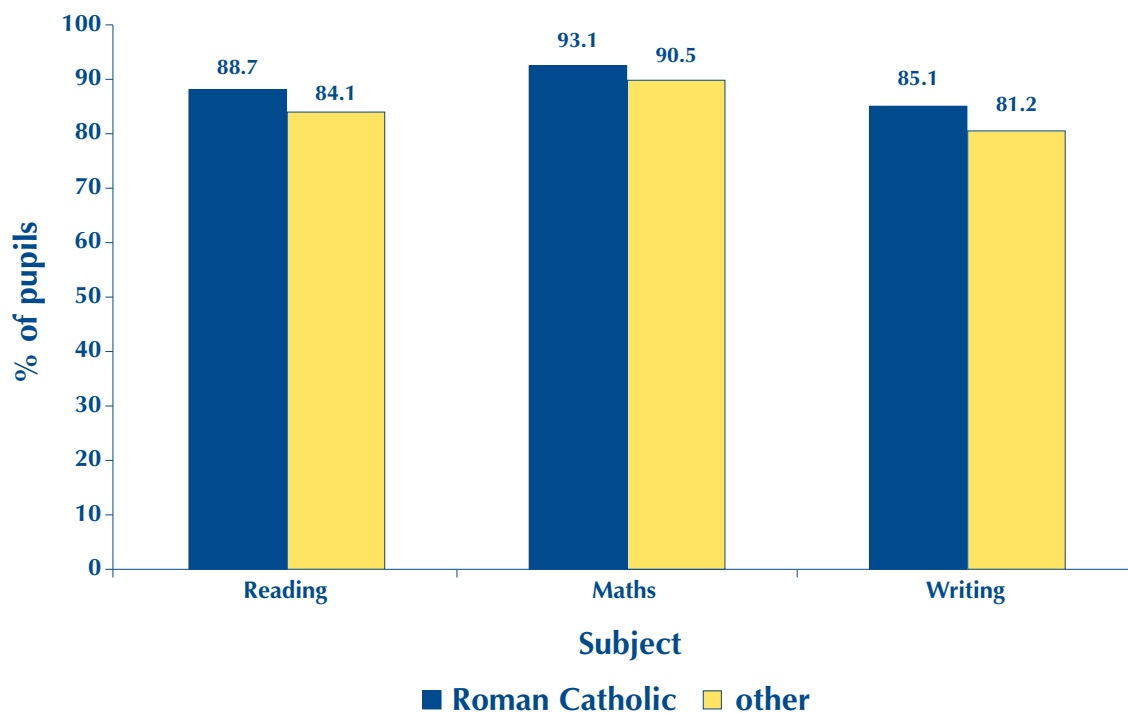


Figure 6: Percentage pupils attaining Level 2+ at KS1 in Roman Catholic and other schools, 2004

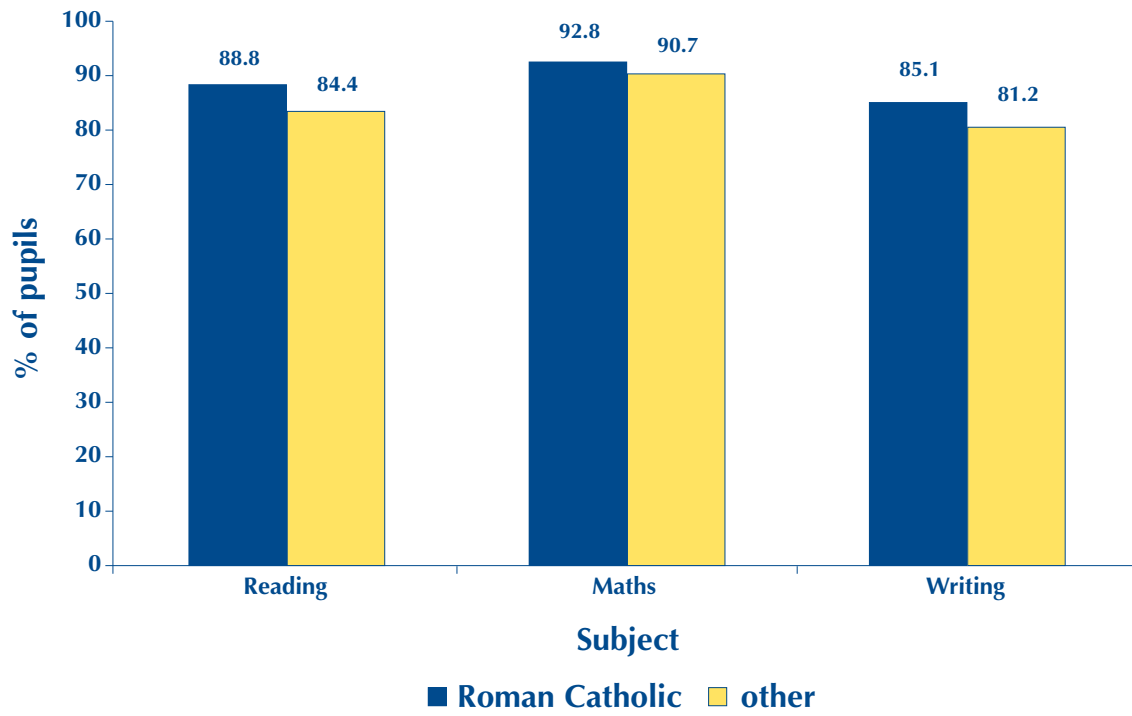


Figure 7: Percentage pupils attaining Level 2+ at KS1 in Roman Catholic and other schools, 2005

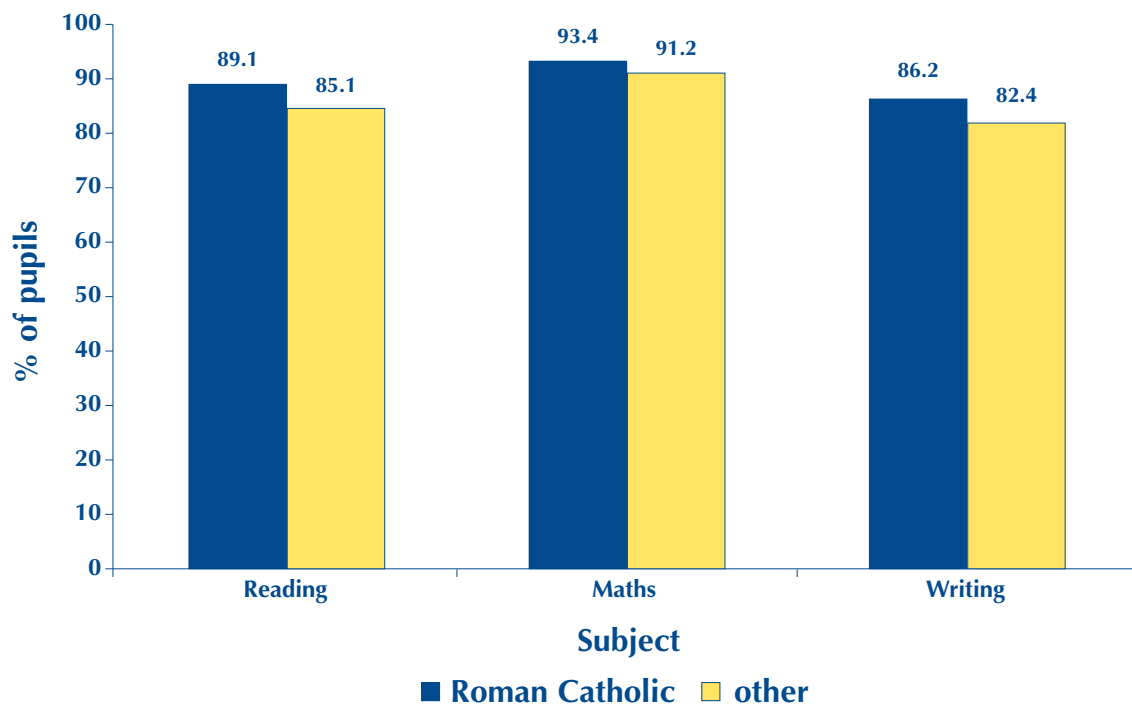


Figure 8: Percentage pupils attaining Level 4+ at KS2 in Roman Catholic and other schools, 2003

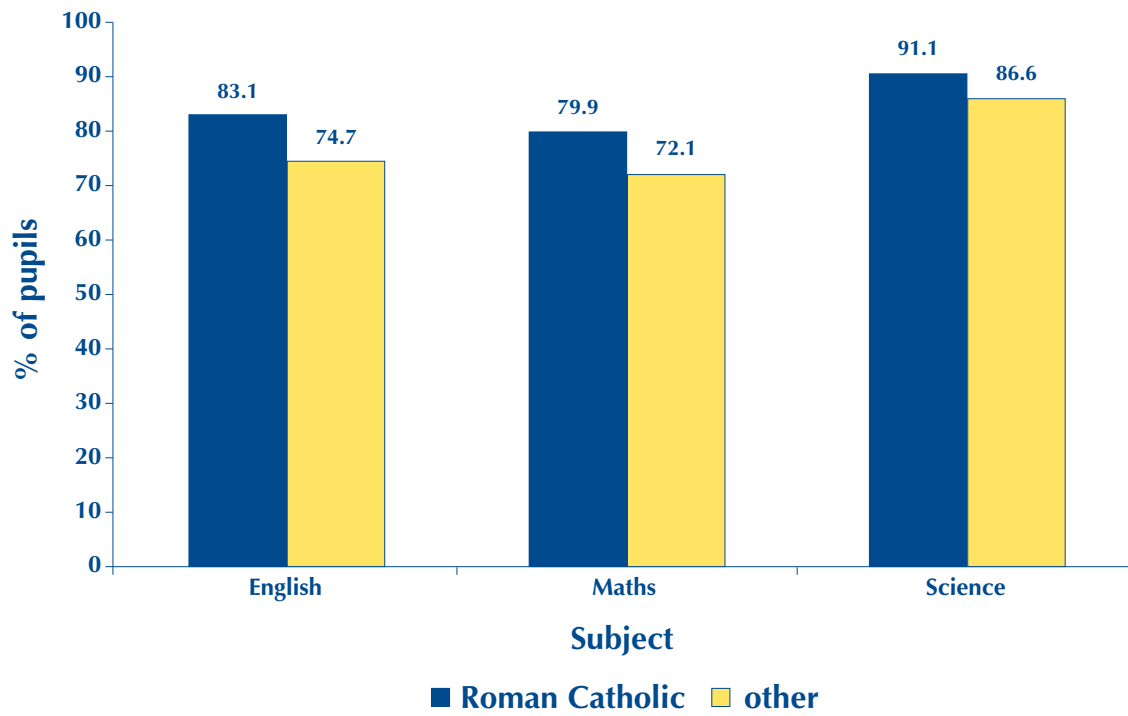


Figure 9: Percentage pupils attaining Level 4+ at KS2 in Roman Catholic and other schools, 2004

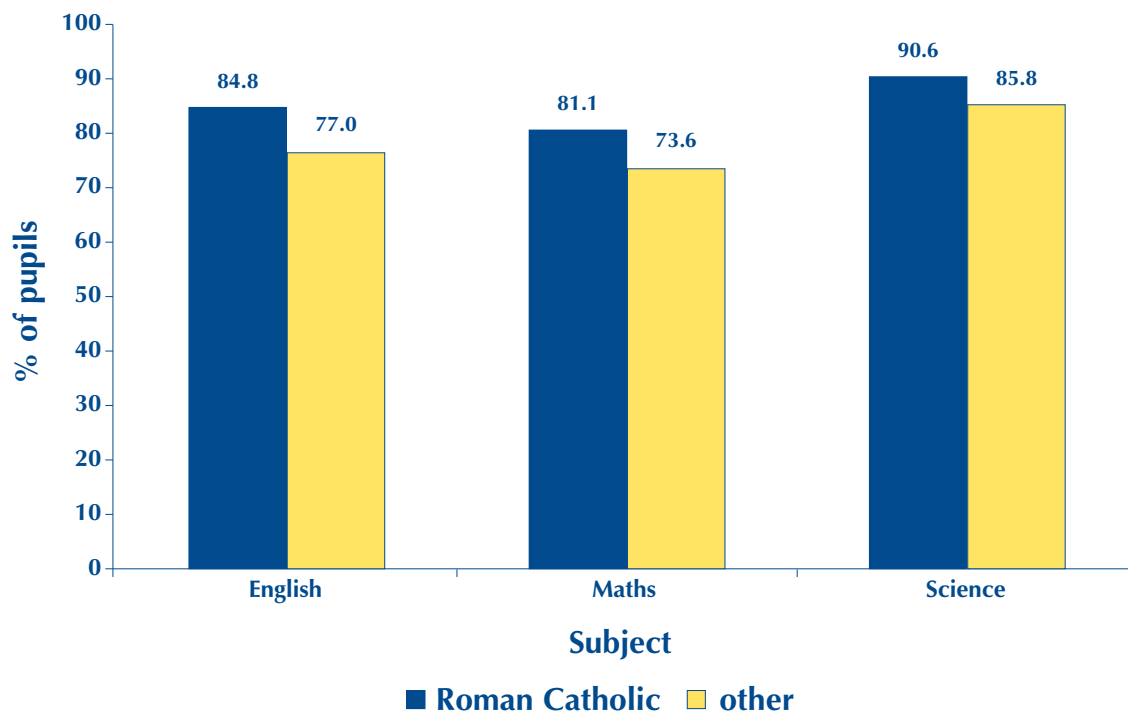


Figure 10: Percentage pupils attaining Level 4+ at KS2 in Roman Catholic and other schools, 2005

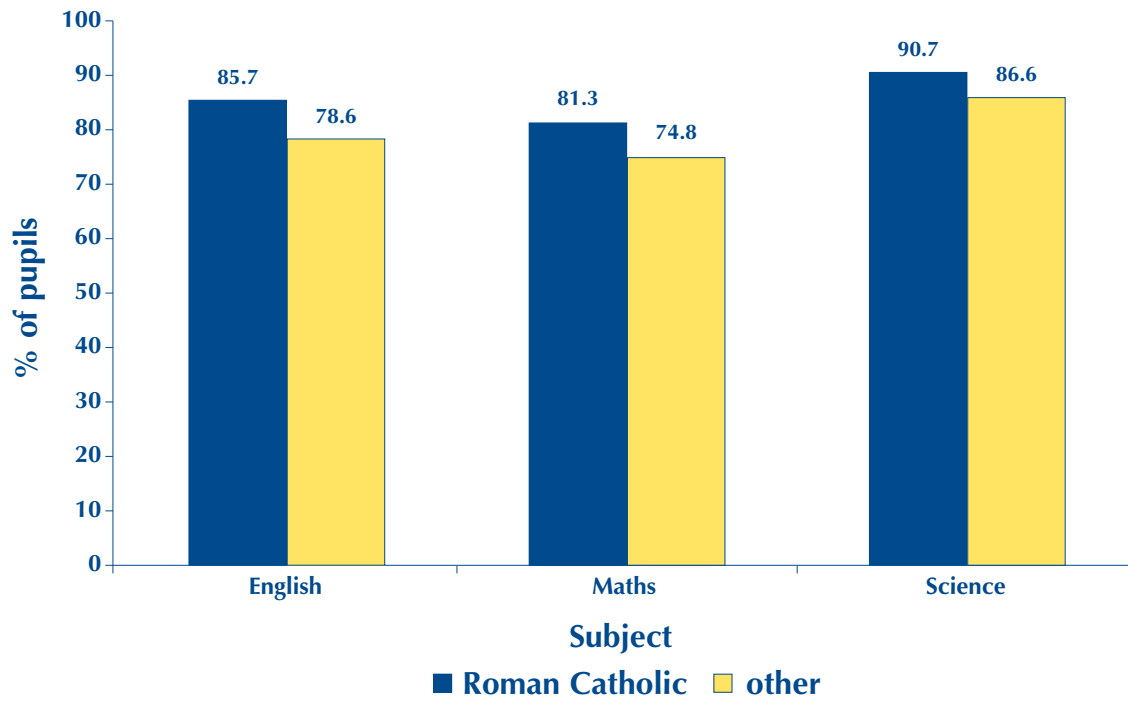


Figure 11: % Pupils attaining Level 5+ at KS3 in Roman Catholic and other schools, 2003

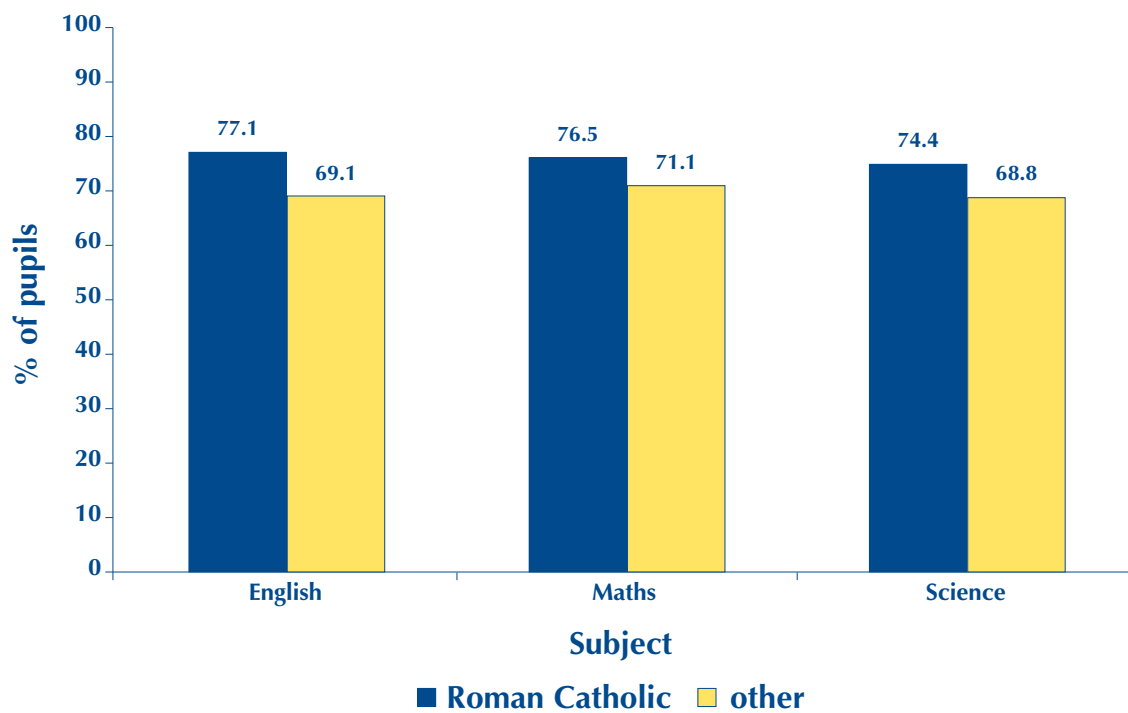


Figure 12: Percentage pupils attaining Level 5+ at KS3 in Roman Catholic and other schools, 2004

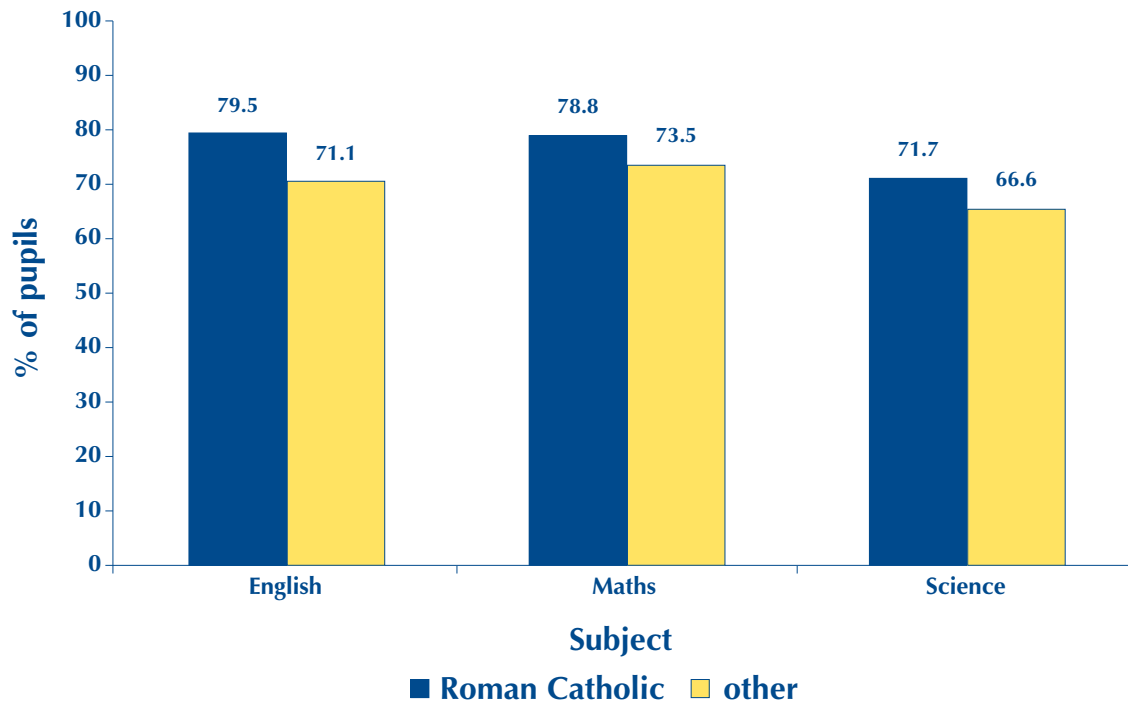


Figure 13: Percentage pupils attaining Level 5+ at KS3 in Roman Catholic and other schools, 2005

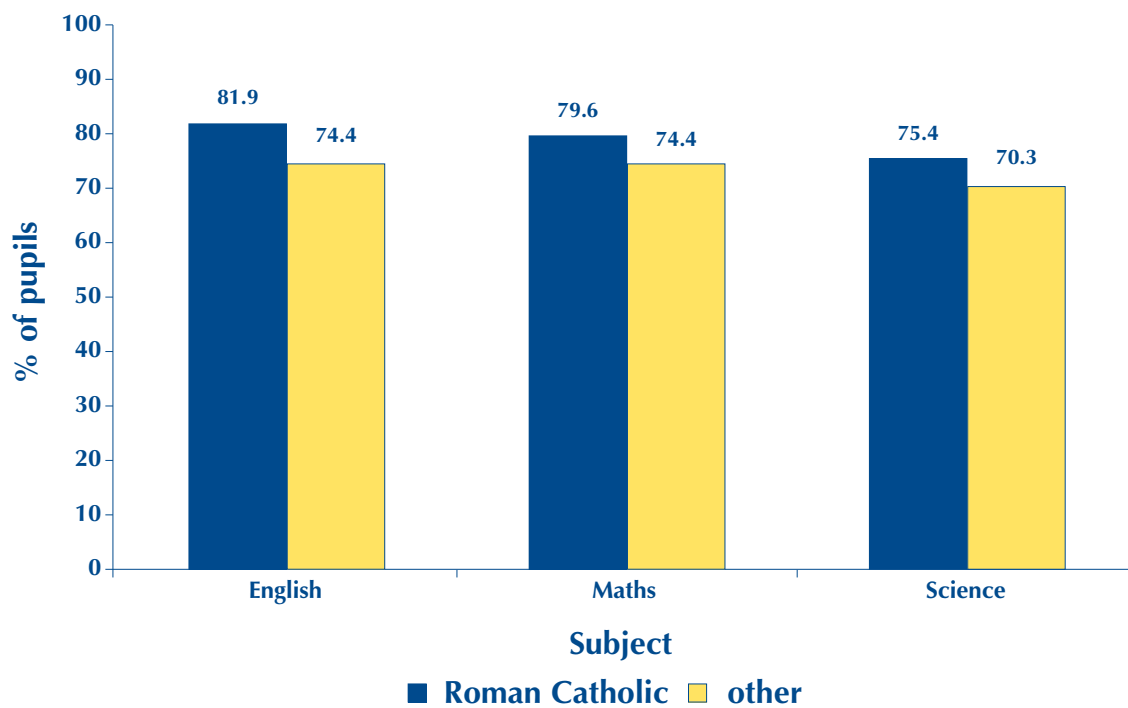
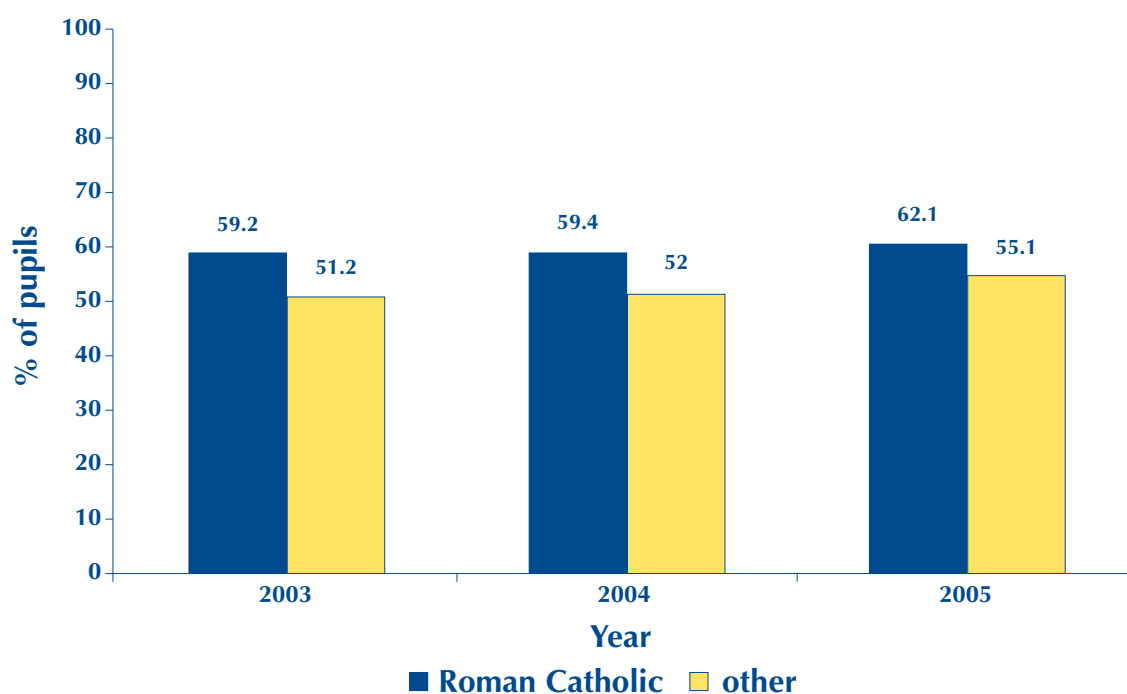


Figure 14: Percentage pupils attaining 5+ A\*-C at GCSE, in Roman Catholic and other schools, 2003-2005

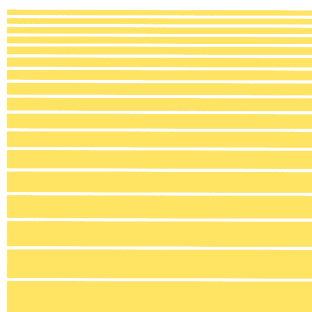


## Inspection judgement of standards achieved in Key Stages 1-4

- 32 On the overall judgement of standards, higher proportions of RC schools were assessed as excellent/very good or good, than other schools: 60% of RC primary schools compared to 51% of other primary schools, and 65% of RC secondary schools compared to 54% of other secondary schools. In both phases, much smaller proportions of RC schools were judged unsatisfactory.
- 33 Higher proportions of RC schools were also judged good or better in the judgements of pupils' achievement by key stage, though the difference from other schools was less pronounced in the foundation stage. The achievement of pupils with SEN, and of those with EAL, was good or better in a slightly higher proportion of RC schools across these key stages, though there were no differences in judgements about the foundation stage. A higher proportion of RC schools was judged good or better for the achievement of gifted and talented pupils in primary schools; at secondary level, the proportion of good or better judgements is about the same as for other schools, but there were more excellent/very good judgements for RC schools.

## Value-added measures

- 34 Annex 3 shows attainment and progress from age 11 to 16. The horizontal axis plots a school's attainment, in terms of average points score, relative to the national average. The vertical axis records a school's contextual value added (CVA) score. Plotting both values in this way allows us to see where a school is in terms of both attainment and progress.
- 35 The diagram shows that 59% of RC secondary schools are attaining above average points scores (APS), compared to 43% of other schools. 57% of RC schools have above average CVA scores, compared to 52% of other schools. More than four in ten RC schools have both high CVA and high APS, compared to three in ten of other schools. These figures mean that RC schools tend to do better both in terms of absolute measures of attainment and when allowance is made for contextual factors.



# The Quality of Education

## Primary

### Global judgements

36 In the two-year period, 491 RC primary schools were inspected in a total of 5,514 schools. For overall effectiveness and the quality of the education received by pupils, RC schools did slightly better than other schools, though the differences were not great; overall effectiveness was excellent or very good in 20% of RC schools and 17% in other schools; the quality of education was excellent or very good in 17% of RC schools and 15% in other schools. By contrast, far more RC schools were judged to have an excellent or very good ethos: almost 60% compared to 45% in other schools.

37 Proportionately more RC schools were identified as particularly successful in the Ofsted *Annual Reports*: 12% of RC schools inspected as compared to 9% of other schools inspected. The proportion causing concern (totalling the three levels used at that time) was slightly greater than the figure for other schools inspected, at 9% compared to 8%.

Table 7: Successful primary schools

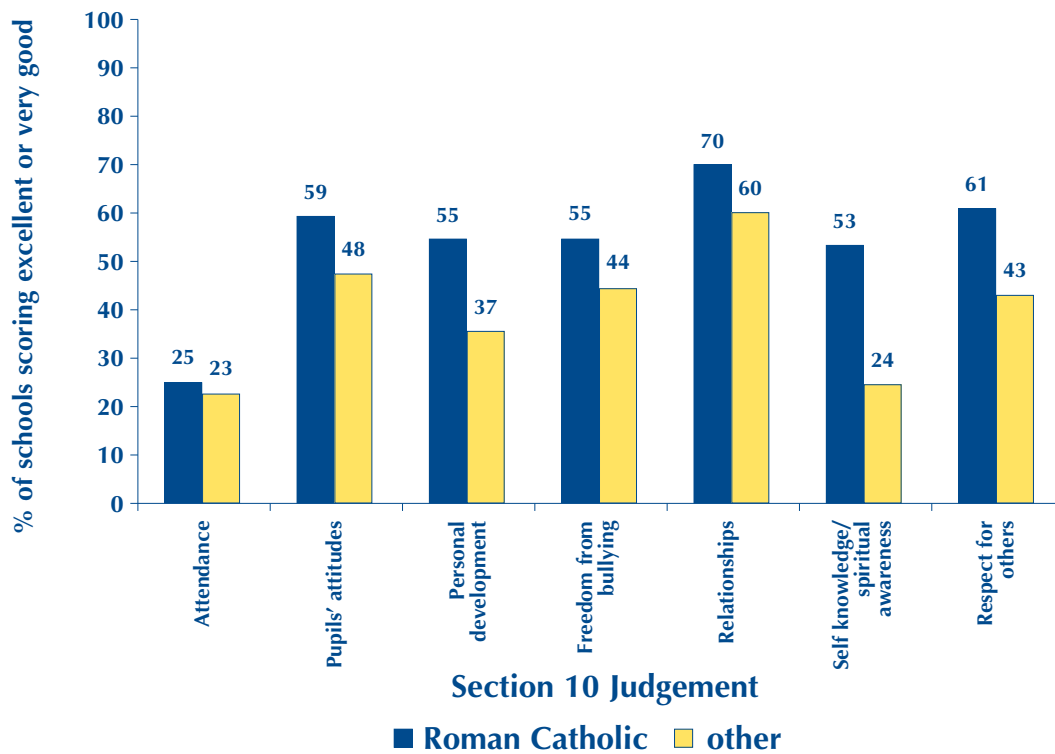
Phase	Institutions identified in the 2003/04 and 2004/05 <i>Annual Reports</i> as particularly successful		
	RC	Other	National
Primary Schools	60 (12.2%)	488 (9.7%)	548 (9.9%)

Table 8: Primary schools causing concern identified between September 2003 and July 2005

Denomination	Number of Schools		
	Special Measures	Serious Weaknesses	Underachieving
RC (491)	14 (2.9%)	28 (5.7%)	3 (0.6%)
Other (5023)	171 (3.4%)	204 (4.1%)	38 (0.8%)
National (5514)	185 (3.3%)	232 (4.2%)	41 (0.7%)

## Pupils' attitudes, values and other personal qualities

Figure 15: Percentage of primary schools scoring excellent or very good in judgements concerning pupils' attitudes, values and other personal qualities, 2003-2005



38 A much higher proportion of RC schools provided a high quality of education in areas associated with pupils' personal development. Pupils' attitudes, behaviour, relations with others, respect for other people and acceptance of the responsibilities of living in a community were excellent or very good in a much greater proportion of RC schools than other schools. They were more often judged as excellent/very good in keeping pupils free from bullying, racism or harassment. RC schools did particularly well in cultivating pupils' spiritual, moral, social and cultural development, and fostering self-knowledge and spiritual awareness; in the latter area, more than double the proportion of RC schools provided excellent/very good quality compared to other schools (53% compared to 24%).

## Teaching and learning

39 Higher proportions of RC schools were assessed in the top two categories for teaching and learning overall in the age range 5-11; in the foundation stage there were hardly any differences. In RC schools, pupils applied themselves better (80% good or better, compared to 74%) and showed greater capacity to work independently and collaboratively (75% good or better, compared to 71%).

## Curriculum

40 In terms of the breadth of curricular provision, RC schools judged excellent or very good (15%) did not differ markedly from other schools (16%). In some of the factors contributing to the curricular provision, RC schools did slightly less well: these included opportunities for enrichment and participation in other activities. Accommodation and resources supported the curriculum less well in RC schools: 43% were good or better, compared to 50% in other schools<sup>3</sup>.

<sup>3</sup> The requirement on the aided sector to contribute 10% towards capital costs may have some bearing on this finding.

## Pastoral care, guidance and support

- 41 RC schools did not differ greatly from other schools in most aspects of pastoral provision. In one aspect, the involvement of pupils, they did less well: about 68% were good or better compared to 76% of other schools.

## Partnership with parents, community and other schools

- 42 Parents of children in RC schools were more likely to be very satisfied with the school (90% good or better compared to 87%). They were likely to make a greater contribution to their children's learning (76% good or better, compared to 70%). On the other hand, the information they received about their children's standards and progress was less often judged excellent or very good than for other schools (27% excellent/very good, compared to 30%).

## Leadership, governance and management

- 43 Leadership was judged very similar across all schools, but the proportion of RC schools judged excellent/very good (23%) or good (65%) for effectiveness of the management was slightly lower than other schools (24% and 67% respectively). The proportion assessed as satisfactory and unsatisfactory/poor (35%) was slightly higher than for other schools (33%). Features contributing to the slightly lower ratings were fractionally less favourable judgements for leadership of key staff apart from the head, for the clarity of vision of these staff, and for the school's self-evaluation.

## Secondary

### Global judgements

- 44 The number of RC schools in the sample was 106 from a total of 1112. Judgements are therefore tentative. For quality of education and overall effectiveness, slightly higher proportions of RC schools (73% and 72%) were judged good or better than for other schools (71% and 68%). The judgements about ethos mirror the primary judgements: a far higher proportion of RC schools was excellent or very good in this respect (49% compared to 32%).
- 45 A higher proportion of RC schools achieved the *particularly successful* category in the Ofsted *Annual Reports*: 12% of RC schools inspected compared to 10% of other schools inspected; and a lower proportion of schools inspected gave some cause for concern: 10% across the four categories compared to 16% of other schools inspected. No RC sixth forms were judged inadequate.

Table 9: Particularly successful secondary schools

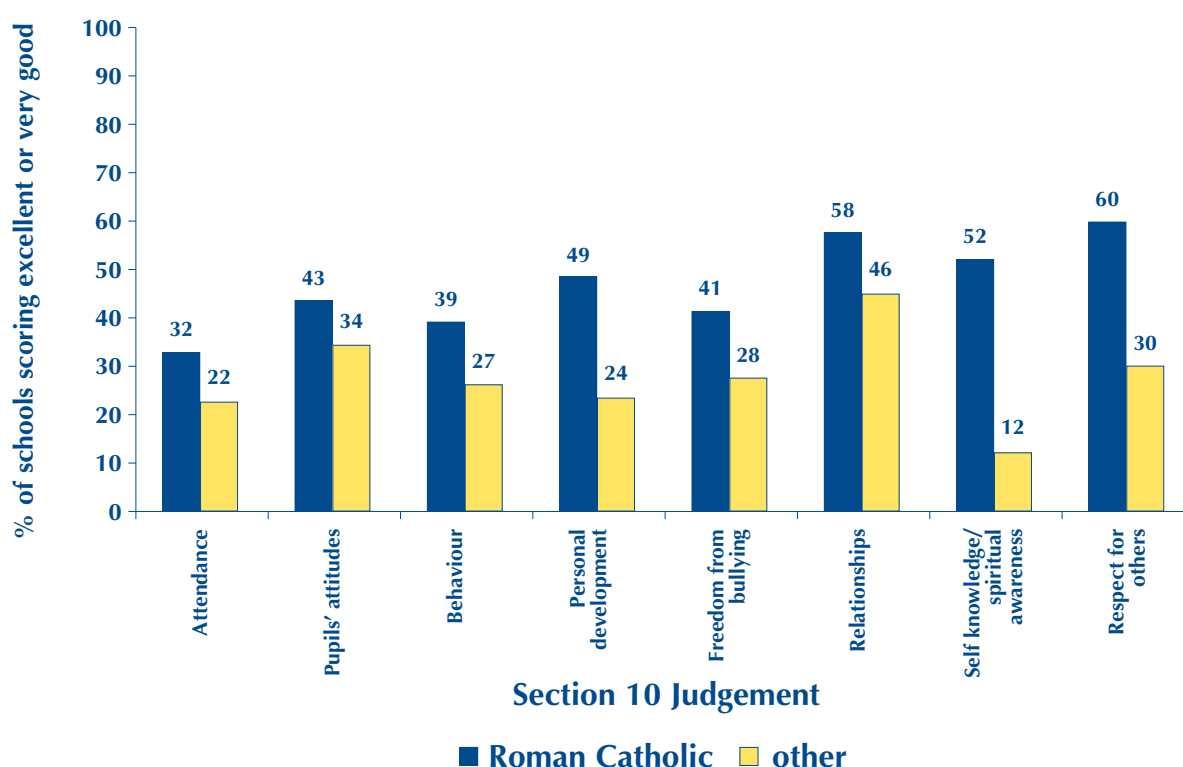
Phase	Institutions identified in the 2003/04 and 2004/05 <i>Annual Reports</i> as particularly successful		
	RC	Other	National
Secondary schools	13 (12.3%)	103 (10.2%)	116 (10.4%)

Table 10: Secondary schools causing concern identified between September 2003 and July 2005

Denomination	Number of Schools			
	Special Measures	Serious Weaknesses	Underachieving	Inadequate Sixth Forms
<b>RC (106)</b>	6 (5.6%)	3 (2.8%)	2 (1.8%)	0 (0.0%)
<b>Other (1,006)</b>	92 (9.1%)	51 (5.0%)	8 (0.8%)	8 (0.8%)
<b>National (1,112)</b>	98 (8.8%)	54 (4.8%)	10 (0.9%)	8 (0.7%)

### Pupils’ attitudes, values and other personal qualities

Figure 16: Percentage of secondary schools scoring excellent or very good in judgements concerning pupils’ attitudes, values and other personal qualities, 2003-2005



46 RC schools performed strongly in areas associated with pupils’ personal qualities. Pupils’ attitudes, behaviour, relationships and self-confidence were far more often excellent or very good than in other schools. Their attendance was much better and they took more interest in their life in school. Their spiritual, moral, social and cultural development was much better than in other schools, almost half the schools being excellent or very good in this respect, compared to less than a quarter of other schools. In terms of self-knowledge and spiritual awareness, a far higher proportion of RC schools achieved excellent or very good judgements. RC schools were more often very successful in setting high expectations, stimulating a desire to learn, developing the responsibilities for living in a community and protecting pupils from bullying, racism or other harassment.

### Teaching and learning

47 The broad judgements about teaching and learning in RC schools were not very different from those for other schools. Fewer excellent/very good judgements in teaching (15% compared to 17% for other schools) were more than counterbalanced by more good judgements (62% compared to 57%) and fewer unsatisfactory judgements (6% compared

to 8%) than for other schools. A particular strength in teaching was the promotion of equal opportunities, where 85% of RC schools were rated good or better, compared to 79% of other schools. Pupils' application to work and their productivity were also better in RC schools (82% good or better compared to 73% in other schools) and they showed more capacity to work independently and collaboratively (61% good or better compared to 57%).

## Curriculum

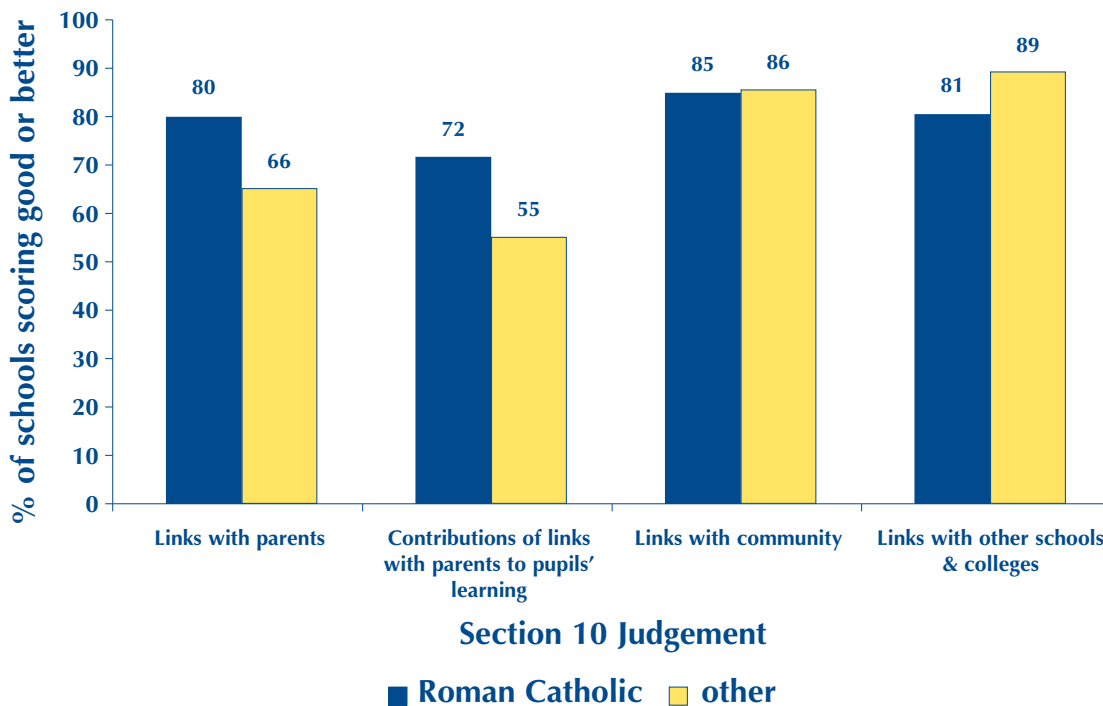
48 Pupils in RC schools had a narrower range of curricular opportunities generally, the difference between RC and other schools being greatest in programmes for 14-19 pupils (48% good or better compared to 62% in other schools).<sup>4</sup> RC schools had worse accommodation and resources: only in 18% were these aspects excellent/very good or good (33% in other schools), and they were unsatisfactory in 29% of RC schools (21% in other schools).<sup>5</sup>

## Pastoral care, guidance and support

49 Judgements in these areas were very similar across schools. RC schools made slightly better provision for pupils' care, welfare, health and safety, but were rather less active in involving pupils through seeking, valuing and acting on their views.

## Partnership with parents, community and other schools

Figure 17: Percentage secondary schools scoring good or better in judgements concerning partnership with parents, community and other schools and colleges, 2003-2005



50 RC schools had stronger links with parents (80% good or better compared to 66% in other schools) and parents made a greater contribution to their children's learning (72% good or

4 The commitment of 10% of curricular time to religious education from 11-16, and 5% in the sixth form, may have a bearing on this finding.

5 As for primary schools, this judgement should be read in the light of the 10% contribution to capital costs.

better and 30% excellent/very good compared to 55% and 18% for other schools). RC schools were rather better at ensuring parents' satisfaction and dealing with their concerns and complaints (33% excellent/very good compared to 27% in other schools). RC schools were less successful at making links with other schools and colleges (81% good or better and 40% excellent/very good compared to 89% and 49% in other schools).

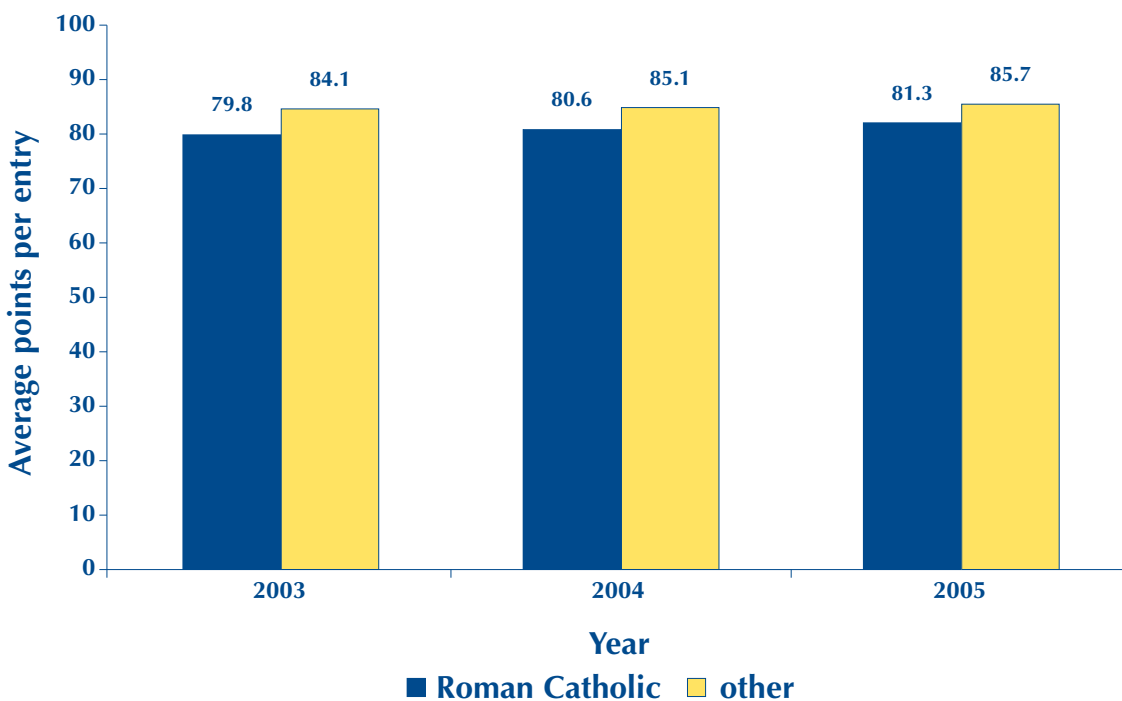
## Leadership, governance and management

51 In these aspects, RC schools did not differ markedly from other schools. A lower proportion of RC schools received excellent/very good judgements for the leadership of the headteacher (58% compared to 62%) and management (17% compared to 23%) than in other schools, but a higher proportion received good judgements. Governance was an exception: higher proportions of RC schools were good or better (62% compared to 58% of other schools) and lower proportions were unsatisfactory (11% compared to 18% of other schools). RC schools also received pro-rata more excellent/very good judgements for the effectiveness of leaders in providing good role models (54% compared to 45% in other schools). By contrast, the management was less often judged good or better (60% compared to 64% in other schools).

## Post-16

### Standards

Figure 18: A level average points per entry in Roman Catholic and other schools, 2003-2005



52 The average points score per entry at A Level in schools was slightly below other schools in each year from 2003-5, by between four and five points. This corresponds only to a small fraction of a grade, but the difference was consistent across the period. By contrast, the success rate in RC sixth-form colleges was almost identical to the national average, and a higher proportion attained the description of *particularly successful* in the *Ofsted Annual Reports*: 41% compared to 35% of other colleges. This suggests that, in overall quality, RC sixth-form colleges are above average in an already high-performing group.

Figure 19: A level success<sup>6</sup> rate in Roman Catholic sixth-form colleges and nationally

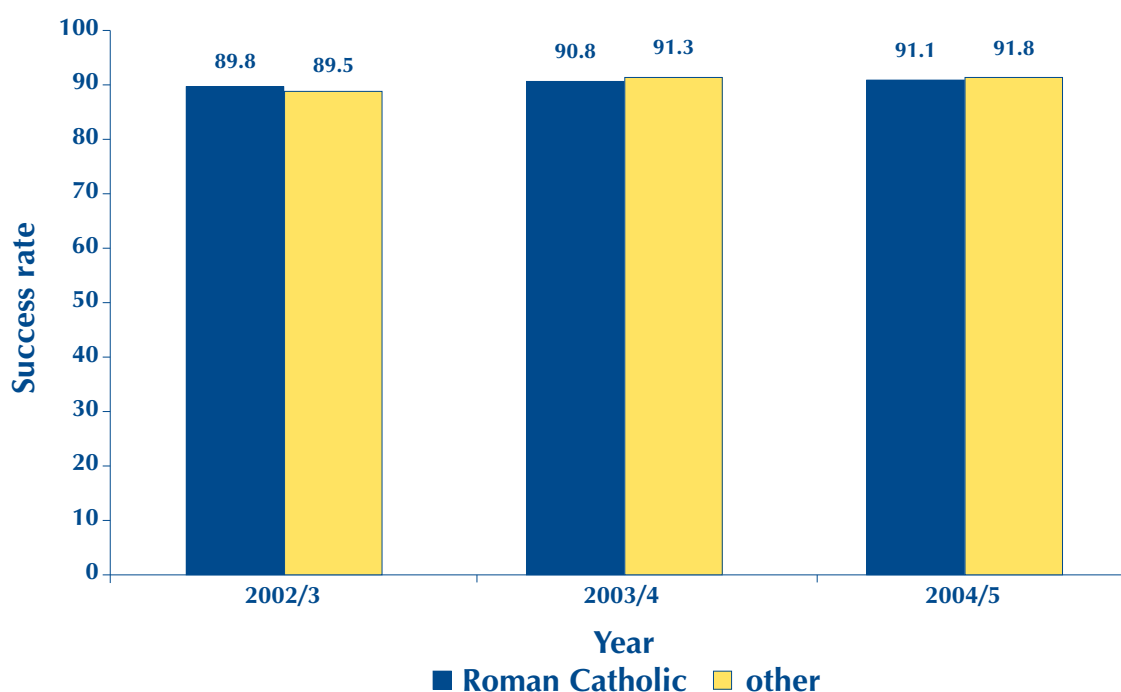


Table 11: Average points score per entry by qualification type in 2005

	Qualification type				
	GCE AS	VCE AS	GCE A	VCE A	VCE A (Double Award)
<b>RC schools</b>	26.5	24.7	81.2	72.3	145.6
<b>Other schools</b>	28.9	27.5	83.4	73.4	149.9
<b>National</b>	28.6	27.1	83.1	73.3	149.4

Table 12: Percentage of entries graded A-E by qualification type in 2005

	Qualification type				
	GCE AS	VCE AS	GCE A	VCE A	VCE A (Double Award)
<b>RC schools</b>	32.0%	44.4%	96.5%	91.5%	95.1%
<b>Other schools</b>	34.8%	51.1%	96.7%	91.9%	95.0%
<b>National</b>	34.5%	50.2%	96.7%	91.9%	95.0%

53 In 2005, the average points score across GCE AS/A Level, VCE AS/A Level and VCE double award showed the same pattern, the average scores in RC sixth forms in schools being slightly but consistently below the averages in other school sixth forms. When the proportion of pupils gaining a pass grade A-E was considered, the picture was slightly different. Proportions did not differ significantly for GCE A Level, VCE A Level or for VCE double award, but at GCE AS and VCE AS Levels, the averages for RC schools were again slightly below the averages for other schools/colleges.

<sup>6</sup> Success rate is the number of qualifications students have fully achieved divided by the number of qualifications started, excluding transfers out. For programmes of study of two years or more, success is calculated across the whole programme, that is, from the start to the end of the qualification.

## Global judgements

- 54 The number of RC school sixth forms in the sample was 60 from a total of 583, which is a relatively small sample. In some categories, such as achievement of pupils with EAL, the numbers were much smaller. Only large percentage differences have been considered in drawing conclusions. The following judgements refer only to schools with sixth forms, not to sixth-form colleges.
- 55 Judgements about overall effectiveness and pupils' satisfaction were similar for RC schools and other schools; RC schools had slightly fewer excellent/very good judgements but more good and no unsatisfactory judgements. The value for money judgement showed the same proportion of RC schools judged satisfactory or above as for other schools, but with fewer judged good or better. Pupils' achievements were very similar across the sample, but smaller proportions of RC schools were assessed good or better on the achievement of pupils with SEN (73% compared to 84% in other schools) and those with EAL (74% compared to 80%), but as only 41 RC schools were assessed for SEN and 35 for EAL, no firm conclusions are possible.

## Pupils' attitudes, values and other personal qualities

- 56 Overall, pupils' attitudes were similar across all schools in the sample. Attendance was better in RC schools (63% good or better compared to 53% in other schools) and pupils' willingness to take responsibility was less often judged excellent or very good in RC schools (39% compared to 48% in other schools).

## Teaching and learning

- 57 RC schools were very similar to other schools in these aspects. A rather smaller proportion of RC schools received excellent/very good assessments for some areas of teaching, including encouragement of pupils, expectations and effectiveness of teaching methods, but in all these cases the proportion of good judgements counterbalanced the shortfall, so that the proportions of judgements good or above were identical.

## Curriculum

- 58 There were few differences between schools, though a smaller proportion of RC schools was judged good or better than other schools in terms of equality of access and opportunities (65% compared to 80% for other schools). This may relate to fewer RC schools judged excellent/very good for breadth of curricular opportunity (18% compared to 26%).

## Pastoral care, guidance and support

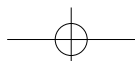
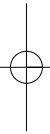
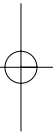
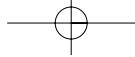
- 59 Differences were once again small in this field. RC schools appeared to do better in providing in-school support and advice (90% good or better compared to 81% in other schools), but less often received excellent/very good judgements for giving impartial advice about the next stage of education or careers (27% compared to 37%).

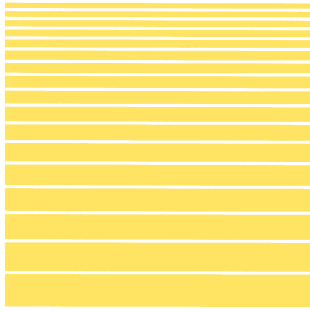
## Partnership with parents, community and other schools/colleges

60 A smaller proportion of RC schools was judged excellent/very good compared to other schools for links with the community (a third judged excellent/very good compared to a half of other schools) and particularly with other schools or colleges (70% good or better compared to 86% of other schools).

## Leadership, governance and management

61 Judgements were not very different across schools. Concerning governance, a higher proportion of RC schools was judged good or better than for other schools (65% compared to 59%), and a smaller proportion unsatisfactory (8% compared to 16%). On the other hand, the overall management of post-16 matters was judged less effective (60% good or better compared to 73%) and the leadership and vision of key staff apart from heads was proportionally less often rated excellent/very good (but less often unsatisfactory also). RC schools' self-evaluation less often received the excellent/very good rating (22% compared to 30%).





## Conclusions

- 62 It is clear that RC schools have substantial strengths, particularly in creating an inclusive environment where pupils of all abilities can attain highly and develop personally throughout the period of compulsory education. Nonetheless, even in the age range from 4-16 years, this analysis suggests some issues that need to be pondered in the search for further development. This is particularly the case for sixth forms in schools (but not sixth-form colleges), where aspects of the curriculum and standards of attainment raise questions that need to be addressed urgently. The following list of issues for reflection and possible action is not exhaustive; it is presented as a contribution to the debate about Catholic education, in the hope of further improving the quality of Catholic schools.
- 63 While maintaining the great strengths in both primary and secondary phases, schools, dioceses and LAs should:

### For primary schools

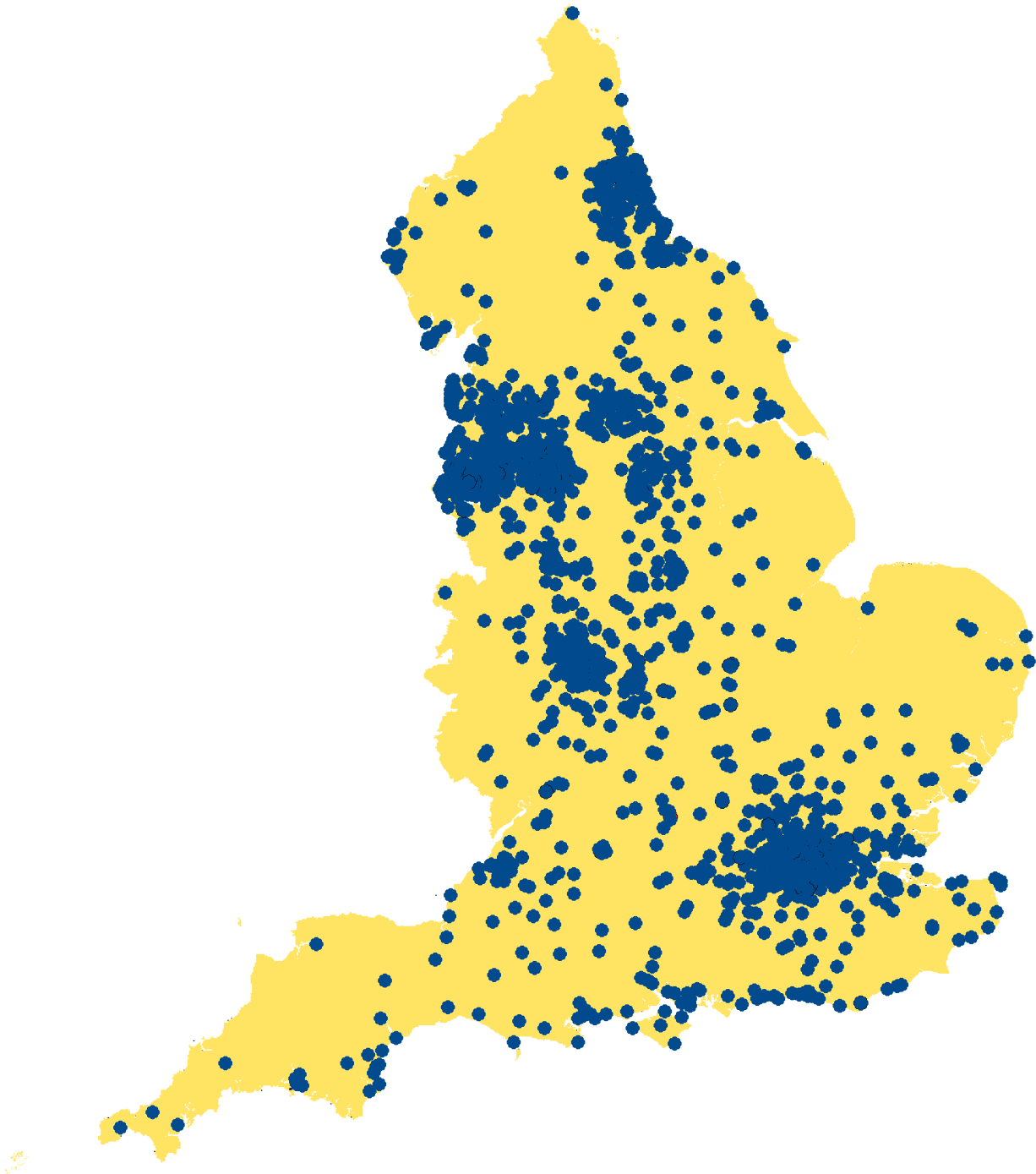
- 64 Raise the overall effectiveness of leadership and management by harnessing the contribution of all staff, in addition to that made by the head, more fully.
- 65 Improve the quality of self-evaluation and its use.
- 66 Ensure that opportunities for enriching the curriculum and participating in other activities are embraced.
- 67 Seek the views of pupils more consistently and when appropriate act on their views.
- 68 Involve parents more actively and provide consistently high quality information about their children's standards and progress.
- 69 Improve accommodation and resources when possible, in order to support the curriculum better.

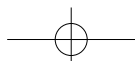
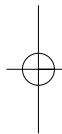
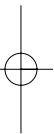
### For secondary schools

- 70 Explore the factors leading to overall attainment in school sixth forms that is slightly but consistently below average across most courses.
- 71 Broaden the curriculum overall and particularly for the 14-19 age group.
- 72 Strengthen links with other schools and colleges, particularly in seeking to offer a broader curriculum.

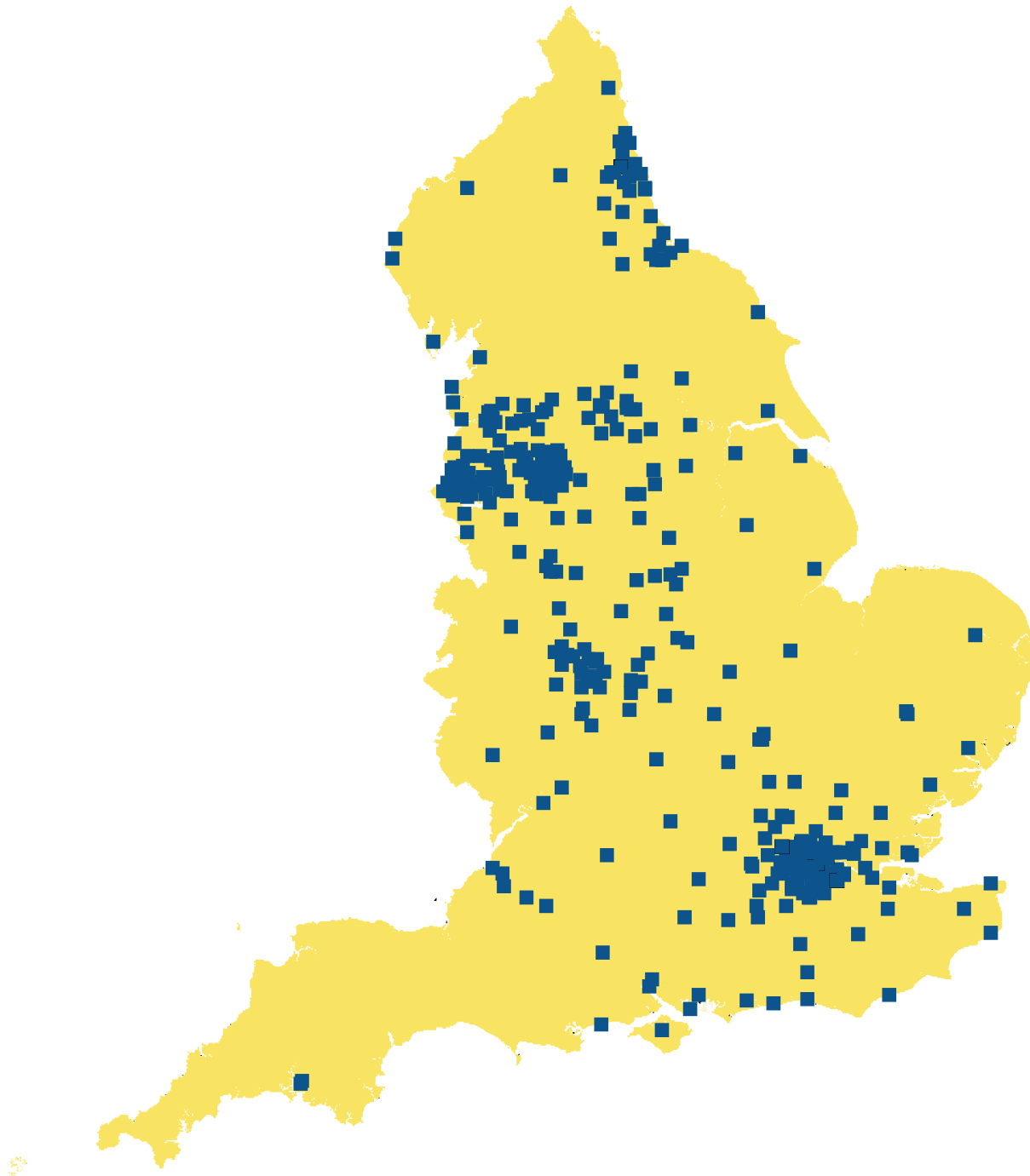
- 73 Increase the effectiveness of the management of sixth forms in schools, by improving the contribution of key staff, in addition to that made by heads, and making better use of self-evaluation.
- 74 Involve pupils more actively through seeking and taking account of their views.
- 75 Raise the quality of advice to sixth-form pupils about the next stage of education or careers.
- 76 Improve the accommodation and resources when possible, particularly in the almost one-third of schools where both were unsatisfactory in some respects, in order to support the curriculum more effectively.

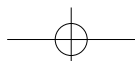
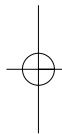
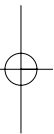
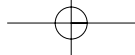
## Annex 1A: Locations of Roman Catholic primary schools in England



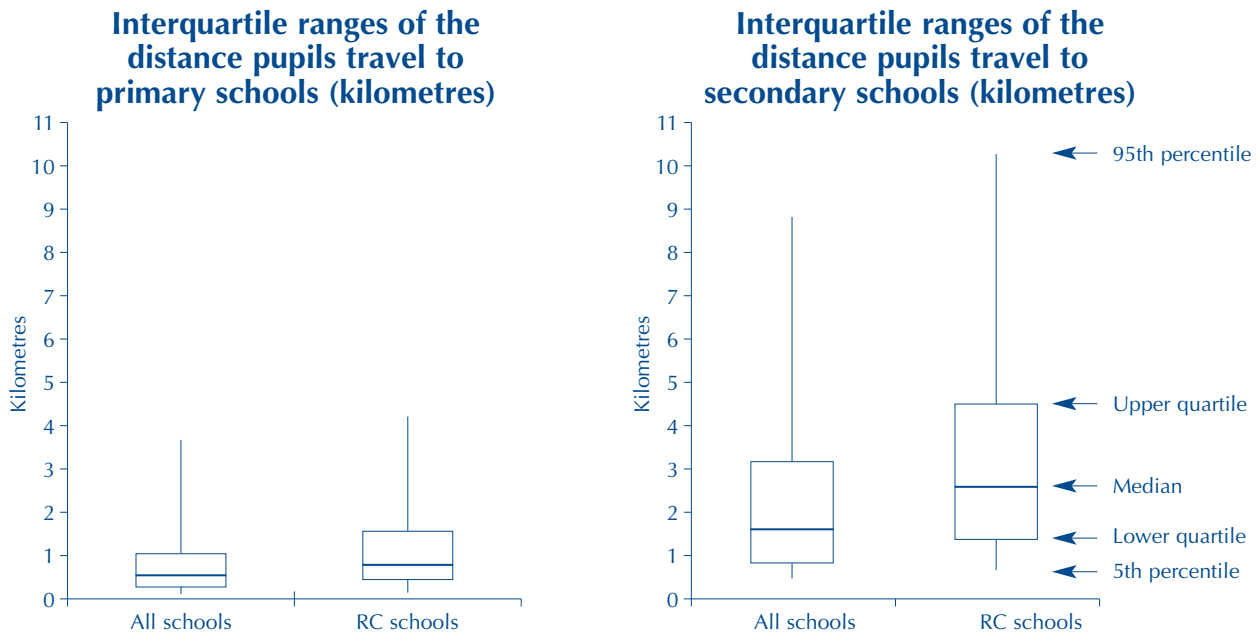


## Annex 1B: Locations of Roman Catholic secondary schools in England



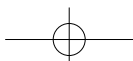
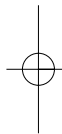
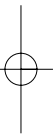
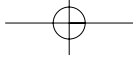


## Annex 2: Distance travelled to school



The median distance pupils travel to school is higher for Roman Catholic schools than it is nationally. This applies to both primary and secondary schools, indicating that pupils who attend Roman Catholic schools travel further to get to school.

The inter-quartile range of distances travelled is wider for Roman Catholic schools than it is nationally and is generally wider for secondary schools than it is for primary schools. This indicates that pupils attending Roman Catholic schools travel from a wider range of distances than nationally and that pupils in general travel a wider range of distances to attend secondary school.



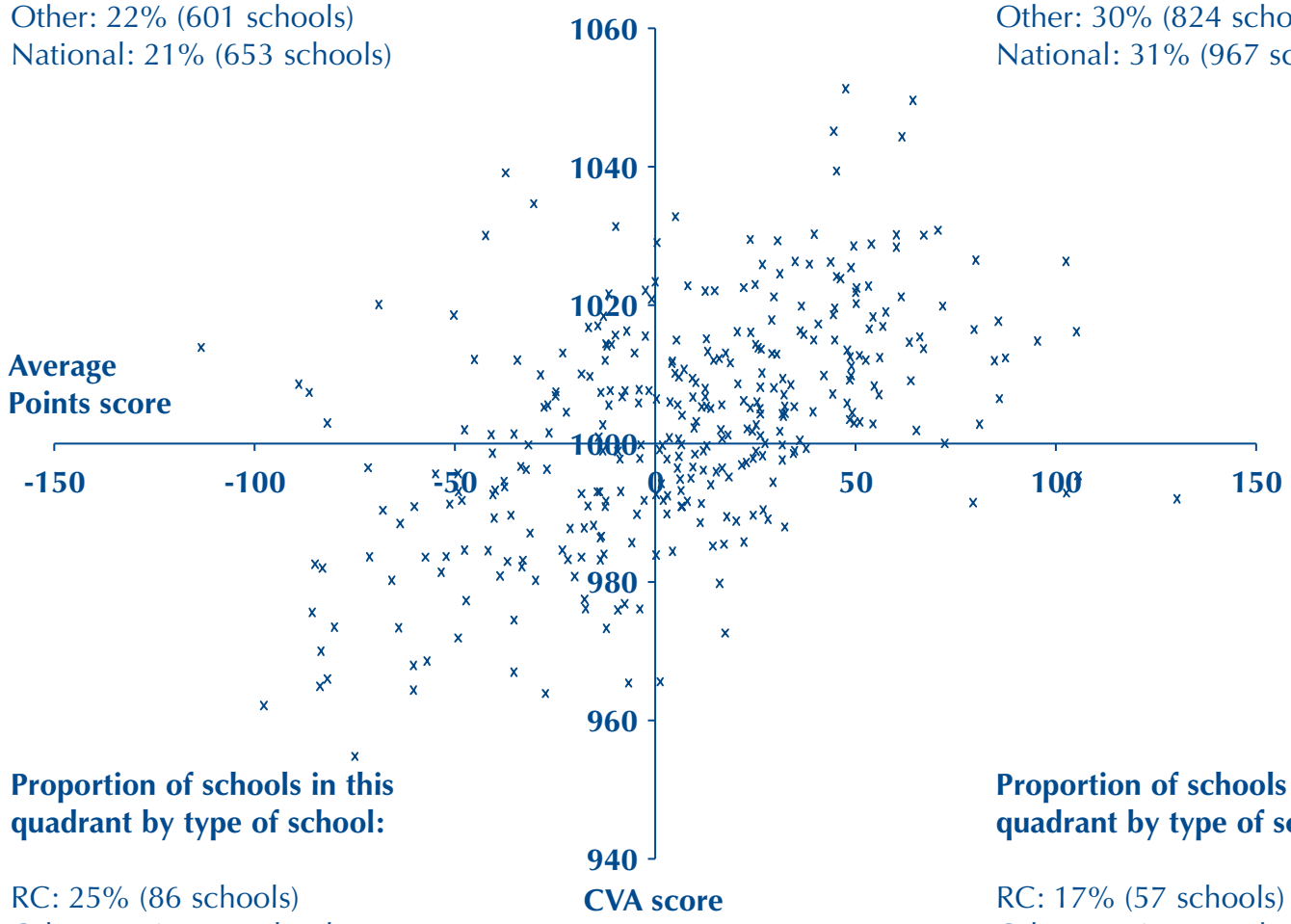
### Annex 3: KS 2 – 4: CVA quadrant plot for Roman Catholic secondary schools

**Proportion of schools in this quadrant by type of school:**

RC: 15% (52 schools)  
 Other: 22% (601 schools)  
 National: 21% (653 schools)

**Proportion of schools in this quadrant by type of school:**

RC: 42% (143 schools)  
 Other: 30% (824 schools)  
 National: 31% (967 schools)



**Proportion of schools in this quadrant by type of school:**

RC: 25% (86 schools)  
 Other: 35% (959 schools)  
 National: 34% (1045 schools)

**Proportion of schools in this quadrant by type of school:**

RC: 17% (57 schools)  
 Other: 13% (372 schools)  
 National: 14% (429 schools)

