
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Convent of Jesus and Mary Language College
School Address:	Crownhill Road, London, NW10 4EP
Hub School:	Southfields

Telephone Number:	020 8965 2986
Email address:	office@cjmlc.co.uk

Unique Reference Number:	137994
Local Authority:	London Borough of Brent
Type of School:	Academy converter
School Category:	Maintained
Age range of pupils:	11-19
Number on roll:	1003
Head teacher/Principal:	Geraldine Freear

Date of last Ofsted inspection:	18-19 April 2013
Grade at last Ofsted inspection:	2 - Good

Date of Quality Assurance Review:	26-27 November 2013
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: Outstanding

Achievement is: Good

Quality of Teaching: Outstanding

Area of Excellent Practice:

**Sixth Form wider provision,
guidance and support** Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Convent of Jesus and Mary Language College appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report 18-19 April 2013 and is working within the Outstanding grade.

Information about the school

This secondary school is of average size. It converted to academy status in April 2012. The predecessor school was judged to be outstanding at its previous inspection. A high proportion of students are from minority ethnic backgrounds. Many speak English as an additional language. An above average proportion of students is supported through school action. A broadly average proportion of students is supported at school action plus or has a statement of special educational needs. A higher than average proportion of students is eligible for the pupil premium. The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress. A very small number of students follow vocational courses with a local training provider.

School Improvement Strategies

What went well

- Self-review systems are in place to maintain a constant focus on improvement. Current priorities are: ensuring the assessment policy is implemented by all staff; improving feedback to students; maximising outcomes for the top performers and increasing discussion in lessons.
- Student performance data is gathered on a termly basis. Reviews are thoughtfully scheduled through the year, cover a wide range of focus areas and are carefully linked to the school's CPD programme.
- Review documentation has been simplified to include the 'data wall', a useful succinct summary of current headline information.
- The school improvement plan is a comprehensive and clear working document that has taken account of internal reviews and Ofsted outcomes. Team plans require a response to whole school priorities and are monitored in weekly management meetings. There are clear threads for improvement weaved through the plan.
- The college uses the outcomes from data trawls to prioritise students for intervention and there is clear evidence that teachers track students' performance in class.
- Developments since the last review include a focus on bringing middle leaders into the review process with increased focus on work scrutiny, formal and informal lesson observations and more rigorous line management meetings.
- Clear expectations have ensured that there is consistency of practice in assessment and marking procedures.
- Governors have become more pro-active in their involvement in improvement planning. The Chair of the governing body meets the Headteacher every other week to keep abreast of developments.
- Performance management is rigorous and demanding, has improved over time and is used to drive improvements. The use of new software has enhanced consistency.
- The development of leaders has seen a number of staff gain internal and external promotions.

Even better if

- Success criteria in the school improvement plan were more sharply focused.

Pupil Achievement

- Students' attainment on entry to the school is broadly average. Outcomes at the end of Key Stage 4 are stable and above the national average over three years with an average of 63% of students obtaining five A*-C grades at GCSE including English and mathematics. The school improved the proportion of students gaining five A* or A grades by 6% in 2013. The capped APS was significantly above national averages in 2011 and 2012. The total APS dropped to be significantly below national averages in 2012. This measure was significantly above national averages for English and in line for mathematics over the previous three years. There has been a marked improvement in the attainment of students in science recently.
- Attainment at the end of Sixth Form study has been consistently excellent over three years, scoring within the Alps grade 3 band. In 2013, 54% of students achieved A*-B grades at A level. The AS level attainment profile is less strong, scoring within the Alps 7 band. However, Level 3 value added data shows students make similar progress in their AS level studies to others nationally. The school has a high percentage of students who go on to university. Variation in attainment between subjects at both GCSE and A level is being tackled well.
- The proportions of pupils making and exceeding expected progress between Key Stages 2 and 4 are now consistently above national averages in English and mathematics. The proportion making more than expected progress has shown recent improvement in English.
- Students with statements of SEN and those supported at school action who speak English as an additional language do not achieve as well as their peers.

Quality of teaching

Lesson observations were initially focused on the Sixth Form, although teaching was seen in all key stages during the review.

What went well

- In the best lessons, questioning skills are excellent. Questions are differentiated and probe students' learning very well. Teachers provide adequate waiting time to ensure that students think the question carefully and formulate considered responses.
- Teachers' subject knowledge and clear understanding of how students learn are important features of most good and outstanding lessons. Subject specific literacy is well developed amongst students.
- In the best lessons, work is well matched to students' abilities and skills. Teachers carefully direct tasks and questions so that all students are able to engage and achieve.
- A real strength of the school is the highly positive climate for learning. There are respectful relationships between students, and between staff and students. Behaviour for learning is excellent. Students are articulate, engaged, confident and passionate about their learning. They stay highly focused on tasks and support each other in their learning. As a result, no learning time is lost.

- All staff have high expectations and aspirations which are communicated successfully to students. Students are aware of their aspirational targets and strive to achieve them.
- Teachers create opportunities for high quality learning dialogues and interactive assessment of students' work. Precise and informative marking enables students to respond to feedback and improve their work. Students see the benefit in redrafting their work. Teachers are consistent in their practice, itemising what went well and how to make work even better.
- Students typically play an active role in lessons. They take ownership of their learning and can skilfully convey their learning to others. Students often lead learning in lessons. For example, in a Year 12 chemistry lesson, gifted students had thoroughly prepared a lesson on bonding which they skilfully taught to others who were then able to accurately demonstrate their knowledge.
- Routines in lessons are well established. Collaborative learning and peer assessment as well as independent learning and self-review are used regularly.
- Wall displays, learning maps and resources are of high quality, stimulating and used effectively to enhance learning. The use of ICT, with many students in the Sixth Form using iPads, contributes to students' enthusiasm for learning and encourages discussion.
- The faith-based assemblies provide opportunities for students to reflect on their faith, their values, and how they can support others. A clear and strong sense of community is developed in this time.

Even better if

- The impact of written feedback was improved by ensuring that students receive clear instructions and are routinely given time to respond to teachers' comments.
- All teachers consistently encouraged students, especially those who are quieter in lessons, to be active participants in their learning.

Quality of Area of Excellent Practice

- The school has skilled and dedicated staff providing a wide range of preparation, guidance, mentoring and interventions for students in the Sixth Form. A balance of academic support, including expert advice on making UCAS applications, with pastoral monitoring and contact with parents, ensures high levels of engagement with learning.
- The focus on promoting high achievement during sixth form study starts at the end of Key Stage 3. Students receive individual advice about how to choose the best subjects to study through Key Stage 4 to give them the most appropriate range of options which will meet their specific needs and preferences. This also effectively promotes the self-confidence of those students who speak English as an additional language.
- Students attend careers and higher education fairs during Years 10 and 11 to help them think about career prospects. They can then attend taster sessions for different courses, both academic and vocational, as well as receive personalised guidance before choosing the subjects they will study.
- As a result of the provision, guidance and support given to Sixth Form students, they achieve excellent results at A level. This enables a consistently high proportion, above 95% of students and recently even more, to go on to study at University after leaving school. This includes

students who have studied vocational courses. Students regularly receive four or five offers and few need to rely on clearing due to the high quality advice and guidance they receive.

Partnerships

The Headteacher is a National and Local Leader of Education and has worked as an Executive Headteacher for the Diocese of Westminster in a number of local Catholic schools. The College is designated as a National Support School and a Leading Edge School.

There are very good links with local primary schools through the local 'Woodfield Teaching Alliance' and resulting from the work of the Language College. Staff teach languages and provide higher level teaching to Year 6 students in mathematics and Sixth Form students undertake reading programmes as part of their voluntary work.

The college provides training opportunities for students from the Institute of Education. There are a number of international links, in particular featuring regular student visitors from Italy. There are strong partnerships within the Diocese of Westminster. Members of the founding order recently visited to join the important celebration of the 125th year of the college.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.