
Catholic Education Service for England and Wales

Value Added: the Distinctive Contribution of Catholic Schools and Colleges in England





Section	Page number
Foreword	4
Introduction	5
Executive summary	6
The outcomes of inspection	9
Standards in Key Stages 1-5	22
Progress in Key Stages 1-4	27
The context of education	29



Foreword

I welcome this survey of Catholic schools and colleges which further enriches our knowledge of the sector. I am grateful once again to Ofsted for providing the CESEW with a comprehensive range of data about inspection outcomes and attainment. Our analysis of this data provides invaluable insight into the performance of Catholic schools and colleges, and enables us to set that performance in the national context. Such an analysis may not identify everything that we value in our sector, but it does permit us to engage in a properly informed way in the national debate about the contribution of schools with a religious character.

The survey shows that Catholic schools and colleges have many strengths. I welcome the evidence of high academic attainment and successful cherishing of pupils' personal development, and the indications that these outcomes are achieved by school communities whose profile is very similar to the national average. In this respect perhaps the most revealing part of the survey is the short section exploring the value added by the schools. This clearly shows that our schools do exceptionally well both in terms of objective measures of attainment and when contextual factors such as levels of disadvantage are taken into account.

Three findings of the survey are particularly encouraging and should motivate us to engage in a spirit of confident cooperation with our community neighbours. The first is the maintenance of high quality from the early years right through the secondary phase of education. The second is the good quality of all aspects of leadership. Perhaps most important of all, the third concerns our contribution to the community, which is consistently rated far above average in both primary and secondary phases. In facing the challenges of education in the twenty first century we can confidently confirm that Catholic schools are part of the solution, not the problem.

I congratulate all who work so hard to produce the high quality documented here: classroom teachers, school leaders, pupils and parents of course, but also all the other adults now involved in schools, and especially the governors.

Our special thanks are due to Ofsted's Inspection Insight Team for making available statistical data from inspections; and to the Ofsted Data and Information Team for supporting our preparation of other parts of the document. Needless to say, the responsibility for the findings drawn from the data is ours alone. I also record our thanks to Peter Irvine CBE, retired HMI and education consultant, for preparing the text.

Dr Oona Stannard
Chief Executive & Director

November 2010



Introduction

1. In 2006 we published *Quality and Performance: A Survey of Education in Catholic Schools*, which summarised inspection and attainment information for Catholic schools and colleges for the period 2003-5. The present document brings that survey up to date, using inspection findings for the complete cycle 2005-9 and test and examination results for the three years 2007-9. The findings summarised here derive from the most comprehensive exercise ever attempted to compare the quality and standards of Catholic schools with all schools nationally: they are entirely based on objective data and on Ofsted inspection findings.
2. Virtually all the schools were inspected in the period 2005-9 and all are included in the attainment data and in the analysis of the schools and pupils which concludes the document. This suggests that the findings should be reasonably secure for both primary and secondary phases, with two caveats. The first is that the number of secondary schools is comparatively small and the number with sixth forms is still smaller, so that statistical comparisons with all schools nationally can only be tentative. The second stems from the uneven geographical distribution of Catholic schools: once again, comparisons with national data need to be made with caution.
3. This document is very largely concerned with schools in England. For the sake of completeness paragraphs 63-65 include figures for the numbers of schools and pupils in Catholic schools in Wales, but schools in Wales are subject to a different system of inspection and different systems are also in place for the collection of information about schools and pupils. It is hoped to produce a study of Catholic schools in Wales similar to the present document but smaller in scale at some stage in the near future.
4. In most tables and graphs, and in the text, figures have been rounded. This is why percentages do not always total 100.

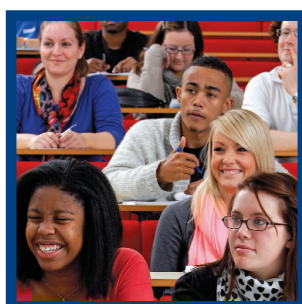


The Outcomes of Inspection

5. The findings of Ofsted inspections showed Catholic schools rated consistently better than average on all criteria. In the assessment of their overall effectiveness, higher proportions were placed in both the good and outstanding categories: the proportions judged as good or better were 8% higher than average in the primary phase and 13% higher in the secondary phase. In both primary and secondary phases the proportion of Catholic schools judged as inadequate was smaller than average.
6. When inspectors assessed how well learners achieved, the same pattern emerged: in this case the Catholic sector had an 8% advantage in the primary phase and 11% in the secondary phase. Once again, higher proportions were placed in both of the top two categories and very few Catholic schools were inadequate. Catholic schools came out particularly well in the assessment of the standards reached and progress made by learners across the whole ability range, including those with learning difficulties.
7. Consideration of learners' personal development and well-being showed far more Catholic schools gaining the highest rating, both for the overall judgement and for all the criteria contributing to it. In general, secondary schools came out slightly less well than primary schools in this area but Catholic secondary schools were exceptional in maintaining high proportions in the outstanding category throughout the age range. The most striking difference was in the assessment of learners' spiritual, moral, social and cultural development, but Catholic schools also did much better on the criteria relating to learners' enjoyment of their education, their behaviour and the extent to which they made a positive contribution to the community.
8. Catholic schools were proportionately more likely to be outstanding when the quality of provision was assessed. The teaching and learning, the curriculum and other activities, and the quality of care, guidance and support were all more likely to be better in Catholic schools. On the last criterion Catholic secondary schools did particularly well, 45% showing outstanding care for their pupils compared to 33% of all schools.
9. The leadership and management of Catholic schools were more often rated as outstanding in both phases. Two aspects of leadership where Catholic schools were consistently more likely to be outstanding were the promotion of equal opportunities and the contribution to community cohesion. This was strikingly true in secondary schools, where, for example, 41% of Catholic schools made an outstanding contribution to their communities, compared to 24% of all schools.
10. Separate consideration of the data for school sixth forms showed similar patterns to the above, though the gap between Catholic and other sixth forms was generally slightly smaller than in the compulsory age range. One exception to this was in consideration of the overall personal development and well-being of learners, where far more Catholic sixth forms were outstanding: 57% compared to 40% of all schools.

Standards in Key Stages 1-5

11. At ages 7, 11 and 16 results were consistently above average in Catholic schools.
12. At age 7, proportions of pupils in Catholic primary schools gaining Level 2 or above in the SATs from 2007-9 were consistently between two and three percentage points higher than average in reading and writing and almost two points higher in mathematics.
13. At age 11, proportions of pupils gaining level 4 or above in the same period were consistently around five percentage points higher in Catholic primary schools in both English and mathematics. In science the proportion of pupils in Catholic schools gaining level 4 or above was consistently three percentage points higher than average.
14. Results in the GCSE examinations, as measured by the proportion gaining at least five GCSEs at A*-C level (including English and mathematics) showed Catholic schools outperforming the national average by six percentage points consistently over the three year period.
15. In sixth forms, pass rates (those gaining grades A-E) for AS and A level were virtually identical in all schools, but the proportions gaining the top two grades were slightly lower in Catholic schools. This factor probably accounts for the slightly lower average point score overall in Catholic schools. This gap has decreased over the three years 2007-9 and in 2009 was very small.
16. Scores were rather lower in Catholic schools in relation to BTEC qualifications, but once again the gap has narrowed substantially in the three year period. In applied AS and A levels and in double award A level and applied AS level, by contrast, scores in Catholic schools were higher than average. Without information about the abilities of those taking the examinations it is impossible to evaluate the degree of success that these figures represent.



Progress in Key Stages 1-4

17. Measures of the progress made by pupils at age 11 and 16 showed that Catholic schools tended to do better not only in terms of absolute measures of attainment but also when contextual factors were taken into account.

The Context of Education

18. Catholic schools were rather more ethnically mixed than other schools. One consequence was that Catholic schools had proportionately more pupils whose first language was not English.
19. Analysis of the proportions of pupils eligible for free school meals (FSM) suggests that in terms of this measure of the socio-economic backgrounds of pupils, Catholic schools were very similar to other schools. There were, however, fewer Catholic schools with very high proportions of pupils eligible.
20. A similar distribution was revealed when schools were banded according to proportions of pupils with special educational needs (SEN). Catholic schools were spread across the SEN bands much like all schools nationally, but there were fewer Catholic schools with very high proportions of pupils with SEN.



Introduction

21. The findings in this section derive from school inspections that took place in England between September 2005 and July 2009. Where schools were inspected twice in this period, only the data from the most recent inspection have been used. All maintained schools in existence in January 2009 are included, apart from schools that had recently opened and so were not inspected.
22. The common inspection framework in force from 2005-2009 required global judgements in five areas: overall effectiveness; achievement and standards; personal development and well-being; the quality of provision; and leadership and management. Within each broad area subsidiary assessments were made against specific criteria that contributed to the global judgement.
23. Possible changes to the inspection framework were piloted in the final year of the cycle. The judgements made on pilot inspections in 2008/09 were in some respects different from those made on 'regular' Section 5 inspections; only those that can be directly compared have been included in this analysis. In addition, some inspection judgements were introduced part-way through the inspection cycle: for example, the judgement on community cohesion under the 'Leadership and Management' heading was only introduced in September 2008.

Primary

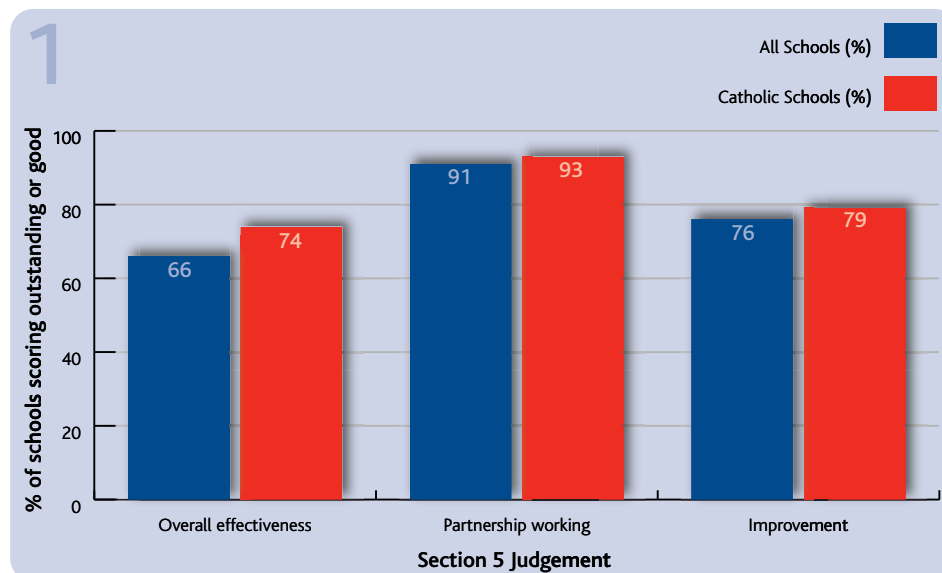
24. According to data from the Department for Education (DfE)¹, 17,064 primary schools were open in January 2009. Of these 1,685 were Catholic primary schools. In the period from September 2005 to July 2009, Ofsted carried out inspections of 16,999 primary schools; of these 290 were pilot inspections. All but two of the Catholic primary schools were inspected.

¹ Source: SFR08/2009 DfE: Schools, Pupils and Their Characteristics: January 2009



Overall Effectiveness

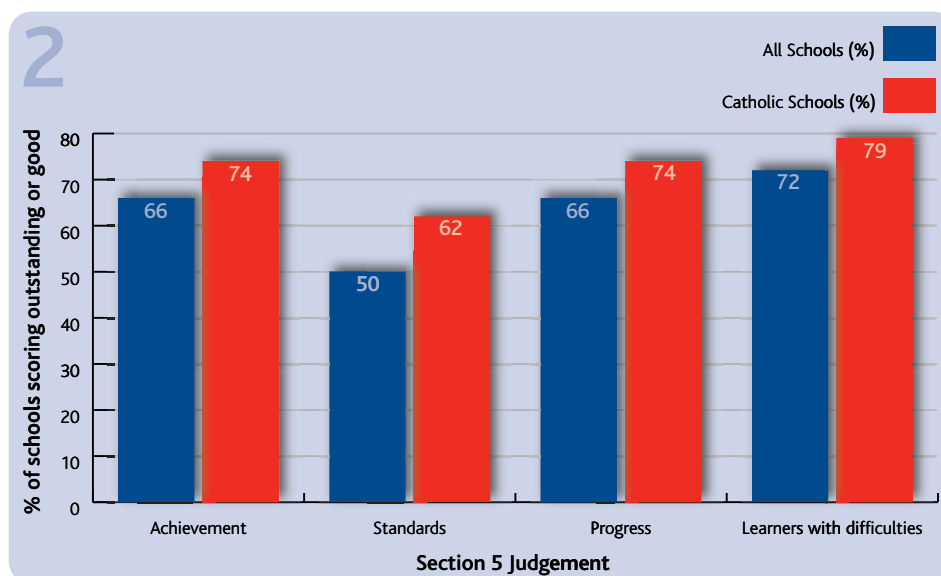
Figure 1:
Percentage of primary schools scoring outstanding or good for overall effectiveness



25. Of the Catholic primary schools inspected between September 2005 and July 2009, 19% were outstanding, 55% were good, 25% were satisfactory and 1% were inadequate in their overall effectiveness. The corresponding figures for all primary schools were 14%, 52%, 33% and 2% respectively. Thus nearly three-quarters of Catholic primary schools were good or outstanding, compared to two-thirds of all schools. This pattern of a greater proportion of schools judged good or above, and particularly of more in the outstanding category, was maintained across all the inspection judgements.
26. Catholic primary schools also did better than other schools on the assessment of their capacity to collaborate with other agencies to promote children's well-being. The proportions of schools judged good or better on this criterion were not very different but the proportion of Catholic schools in the outstanding category was substantially higher. On this criterion 37% of Catholic schools were outstanding compared to 31% of all schools, 56% were good compared to 60% and 7% were satisfactory compared to 10%.
27. Catholic schools came out slightly better when their capacity to make necessary improvements was assessed: 79% were good or better, compared to 76% of all schools.

Achievement and Standards

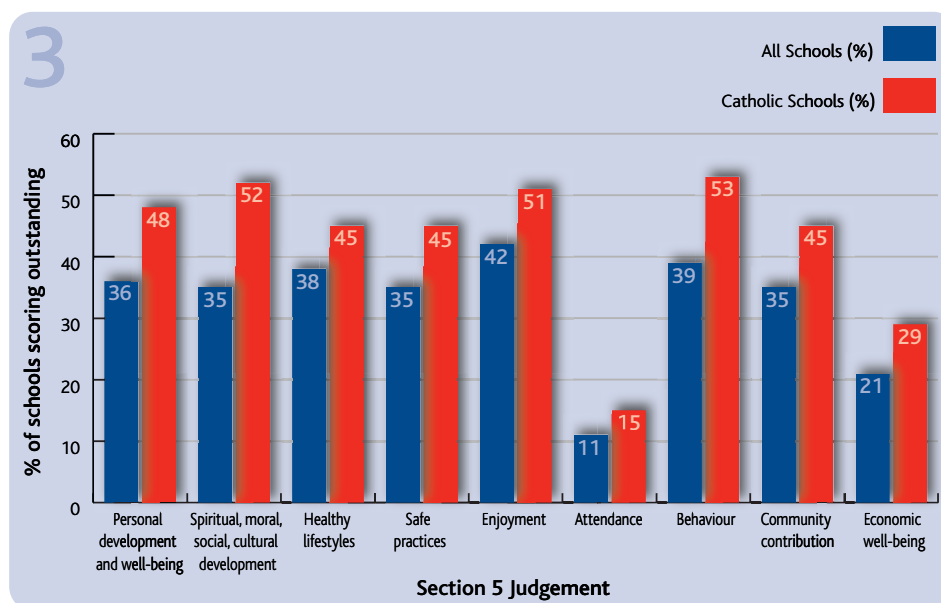
Figure 2:
Percentage of schools scoring outstanding or good for achievement and standards



28. Catholic schools did better on the global judgement of learners' achievements and on all the sub-categories leading to the global judgement. Concerning the global judgement, 74% of Catholic schools were good or outstanding compared to 66% of all schools. For the contributory judgements the figures were as follows, the figure in brackets being the 'all schools' proportion: for standards reached 62% were good or better (50%), for progress made 74% (66%) and for progress made by those with learning difficulties 79% (72%).

Personal Development and Well-being

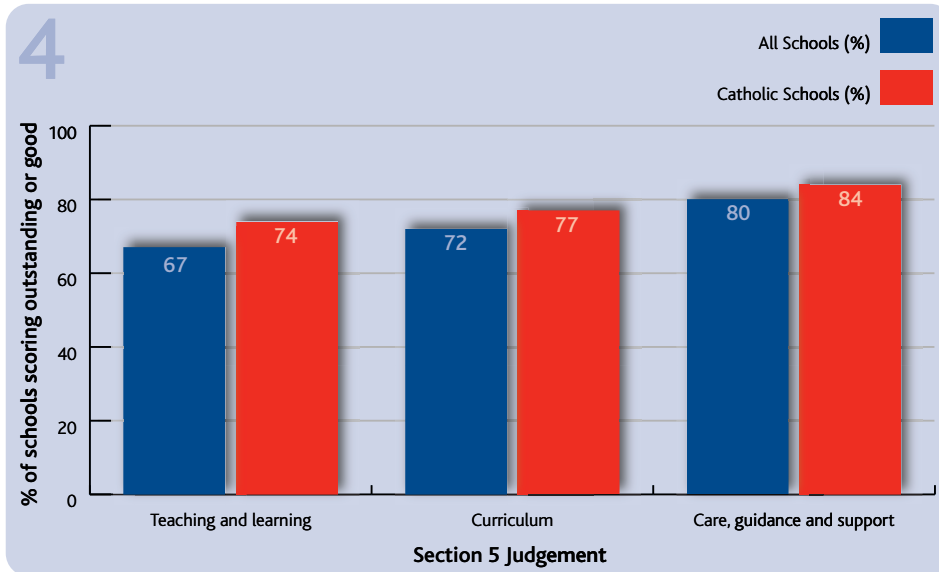
Figure 3:
Percentage of schools scoring outstanding for learners' personal development and well-being



29. For this aspect, the proportion of Catholic schools judged as good or outstanding was consistently higher than for other schools on all the criteria as well as the global assessment. The contrast was most marked when considering the proportions graded as outstanding: schools generally were more likely to be designated as outstanding in this area, but Catholic schools had a ten percentage point advantage on several criteria. They did particularly well in cultivating the spiritual, moral, social and cultural development of their pupils: more than half rated the highest assessment, compared to just over one-third of all schools. More than half also gained an 'outstanding' assessment for the degree to which learners enjoy their education (51% compared to 42% of all schools) and for learners' behaviour (53% compared to 39%). On the criterion concerning learners' contribution to the community, 45% were outstanding and 49% good, compared to 35% of all schools outstanding and 55% good.

The Quality of Provision

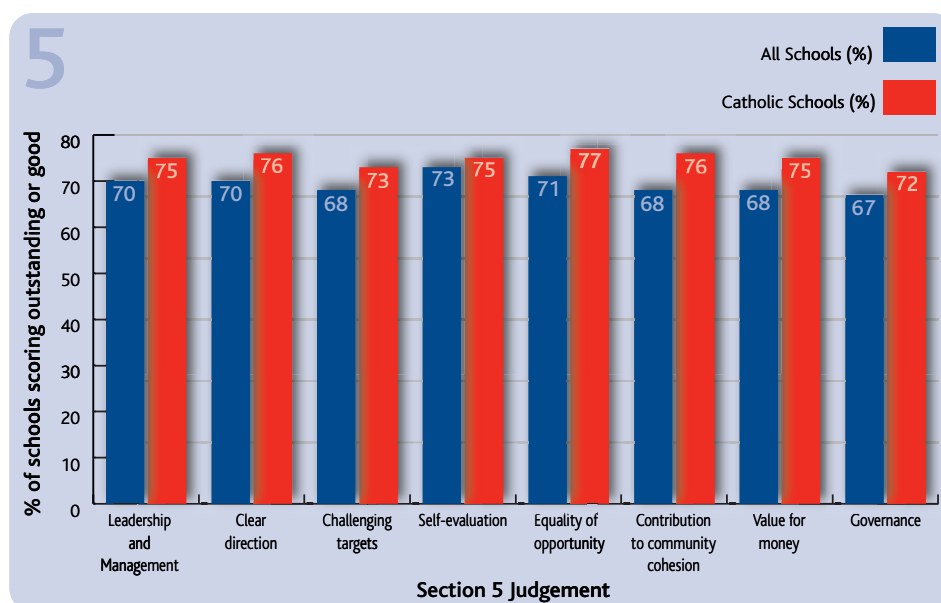
Figure 4:
Percentage of schools scoring outstanding or good for the quality of provision



30. This part of the inspection framework encompassed judgements about how effectively the school provided for the full range of pupils' learning needs and supported them in meeting those needs. Once again, proportionately more Catholic primary schools were good or outstanding in all respects. In the global assessment, 17% of Catholic schools were outstanding compared to 13% of all schools and 57% were good compared to 54% of all schools.

Leadership and Management

Figure 5:
Percentage of schools scoring outstanding or good for leadership and management



31. A clear pattern can be traced in the judgements made in this area: the proportions of schools assessed as good were roughly the same for Catholic and for all schools, but proportionately more Catholic schools were consistently rated outstanding across all the criteria. The global assessment showed the leadership and management of 21% of Catholic schools as outstandingly effective in raising achievement and supporting learners, compared to 16% of all schools. For Catholic and for all schools, 54% were good on the same criterion. The same pattern was evident when considering the new criterion concerning contribution to community cohesion: 22% of Catholic schools were outstanding (16% of all schools) and 54% good (52% of all schools). Whether the criterion was strategic planning, governance, setting targets, self-evaluation, promoting equal opportunity or giving value for money, Catholic schools came out consistently better.

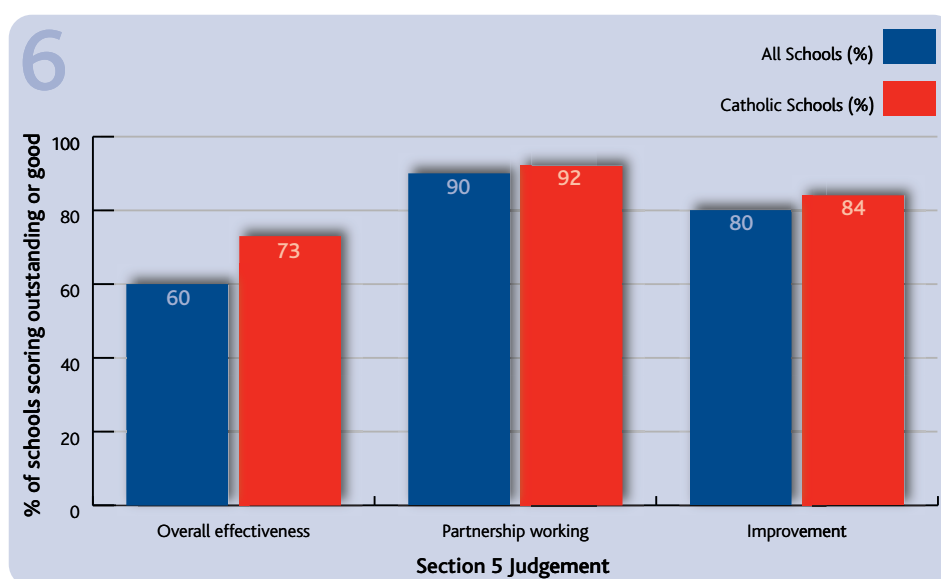
² This figure includes academies and city technology colleges.

Secondary

32. According to the DfE, 3,361² secondary schools were open in January 2009. Of these 334 were Roman Catholic secondary schools, all but one of which are included in the data that follows. In the same period 3,269 secondary schools were inspected, 85 of the inspections being pilots.

Overall Effectiveness

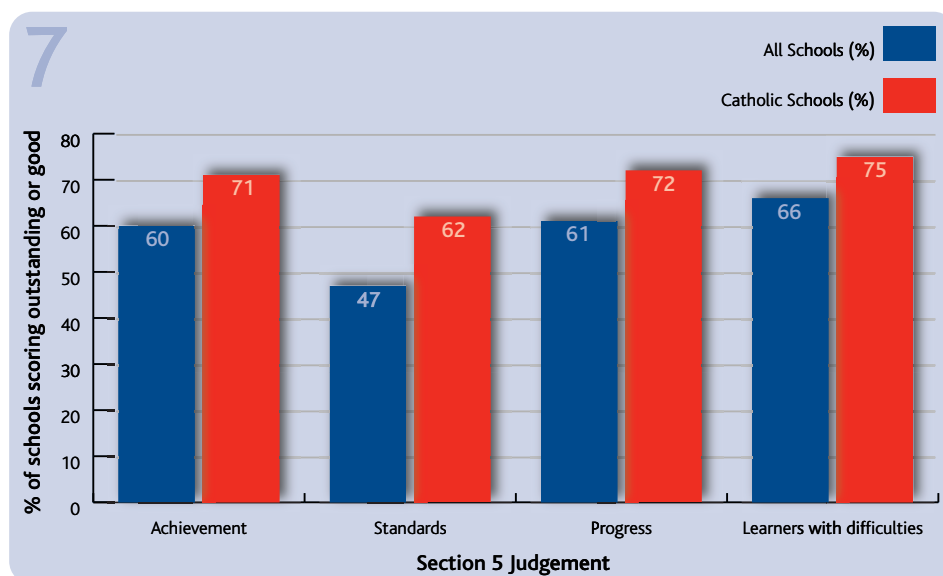
Figure 6:
Percentage of schools scoring outstanding or good for overall effectiveness



33. Of the Catholic secondary schools inspected between September 2005 and July 2009, 26% were outstanding, 47% were good, 26% were satisfactory and 2% were inadequate in terms of their overall effectiveness. The corresponding figures for all secondary schools were 18%, 42%, 36% and 3% respectively. Thus almost three-quarters of the Catholic secondary schools were good or better, compared to three-fifths of all schools. In the categories contributing to the global judgement of effectiveness, Catholic schools also came out better, with more 'outstanding' judgements of their collaboration with other agencies and their capacity to improve.

Achievement and Standards

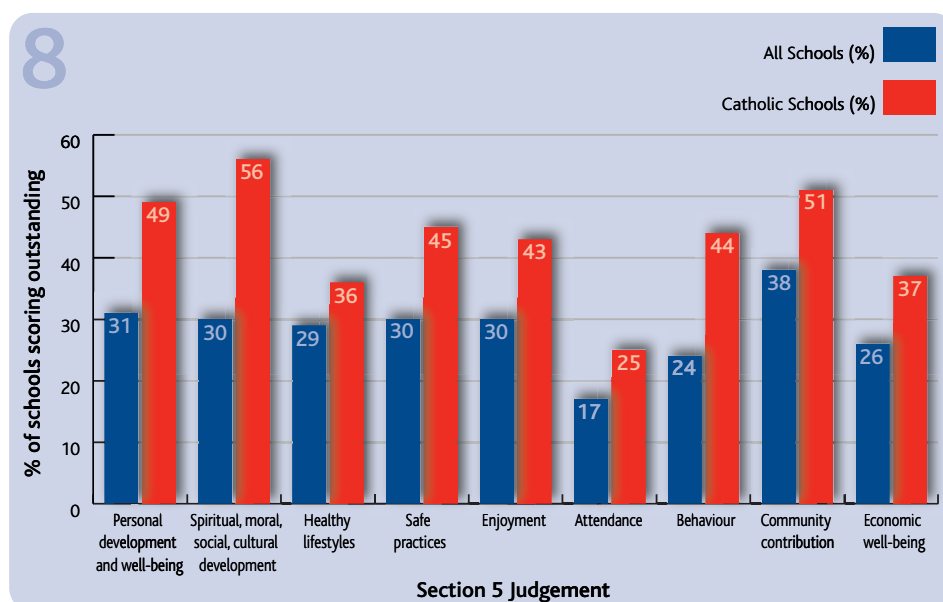
Figure 7:
Percentage of schools scoring outstanding or good for achievement and standards



34. The overall judgement of achievement showed Catholic schools as much more likely to be assessed as outstanding (24% compared to 16% for all schools) and rather more likely to be good (47% compared to 44%). They also came out better on the judgements of progress and very strikingly better on the judgements of standards reached, where 62% were good or better, compared to 47% of all schools.

Personal Development and Well-being

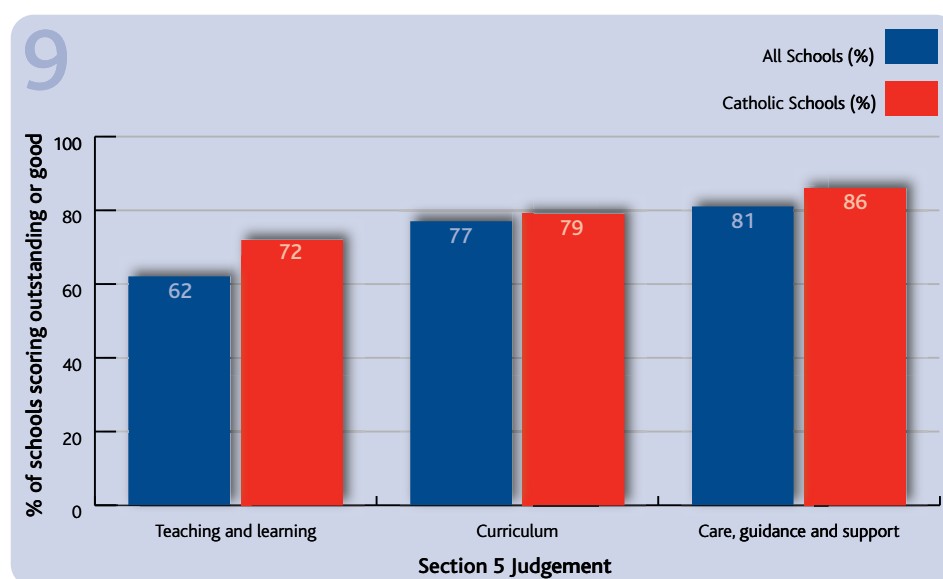
Figure 8:
Percentage of schools scoring outstanding for learners' personal development and well-being



35. The outcomes here parallel those in the primary sector: on all the criteria and in the global judgement, higher proportions of Catholic secondary schools were assessed as outstanding and much lower proportions assessed as satisfactory or inadequate. The global judgement identified 49% of Catholic schools as outstanding (31% of all schools), 44% as good (50%), 8% as satisfactory (19%) and none as inadequate (1%).
36. In two of the sub-categories Catholic schools were almost twice as likely to be outstanding as all schools: the development of learners' spiritual, moral, social and cultural development (56% outstanding compared to 30% of all schools) and their behaviour (44% outstanding compared to 24% of all schools). In one other very important category more than half of Catholic schools were outstanding: in 51%, learners made an outstanding contribution to the community compared to 38% of all schools.

The Quality of Provision

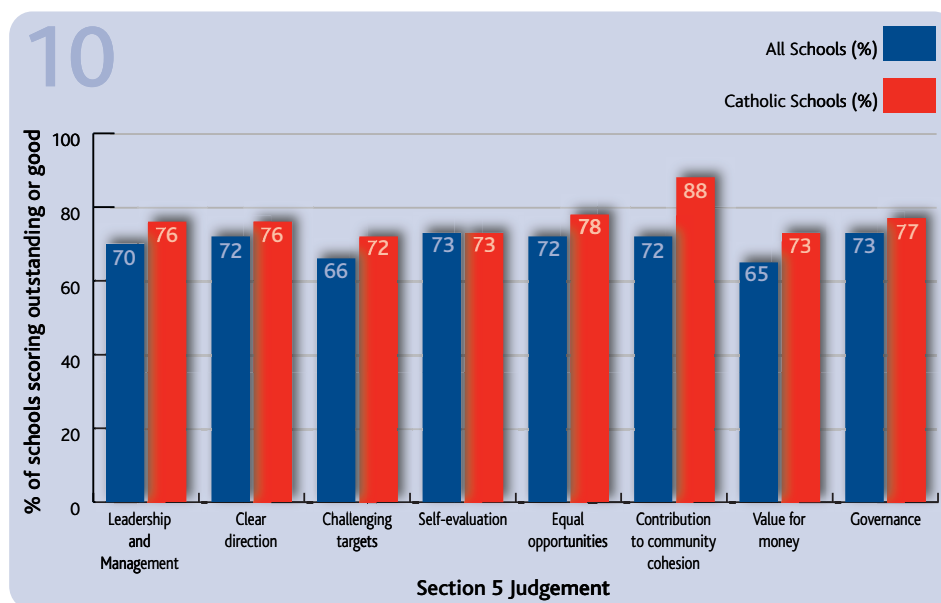
Figure 9:
Percentage of schools scoring outstanding or good for the quality of provision



37. Across all schools 'outstanding' judgements were rarer in this aspect than in others, but Catholic schools nonetheless had the edge over their community counterparts: 17% were rated outstanding compared to 11% of all schools. Judgements about curricular and other activities show little difference between Catholic and other schools, but in the assessment of the care, guidance and support provided for learners Catholic schools again achieved more highly, 45% being outstanding compared to 33% of all schools.

Leadership and Management

Figure 10:
Percentage of schools scoring outstanding or good for leadership and management



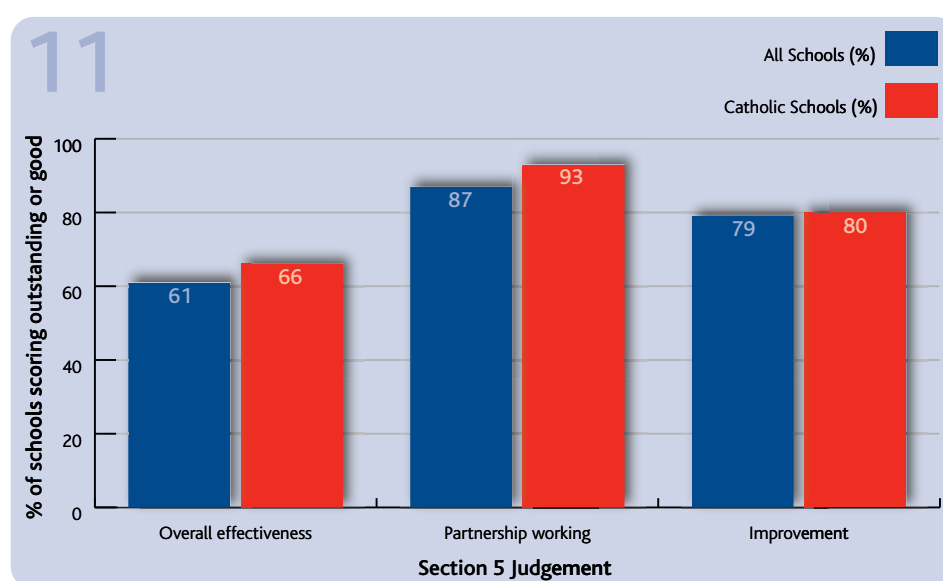
38. The differences between Catholic and other secondary schools were generally less pronounced in this area but nonetheless on every criterion Catholic schools did rather better. The overall assessment showed 29% of Catholic schools outstanding compared to 22% of all schools, 47% good (48%), 23% satisfactory (28%) and 1% inadequate (2%). In two categories the differences were greater: the promotion of equal opportunities showed 38% of Catholic schools as outstanding compared to 26% of all schools; most strikingly the schools' contribution to community cohesion was assessed as outstanding in 41% of Catholic schools compared to 24% of all schools. Proportions assessed as good on this criterion were roughly equal (47% Catholic schools and 48% all schools). Only 12% of Catholic schools were satisfactory compared to 27% of all schools while no Catholic schools were inadequate compared to 1% of all schools.

Secondary School Sixth Form

39. During the period from September 2005 to July 2009, Ofsted carried out inspections of 1,753 school sixth forms; of these 41 were pilot inspections. Catholic sixth forms made up 202 of the total.

Overall Effectiveness

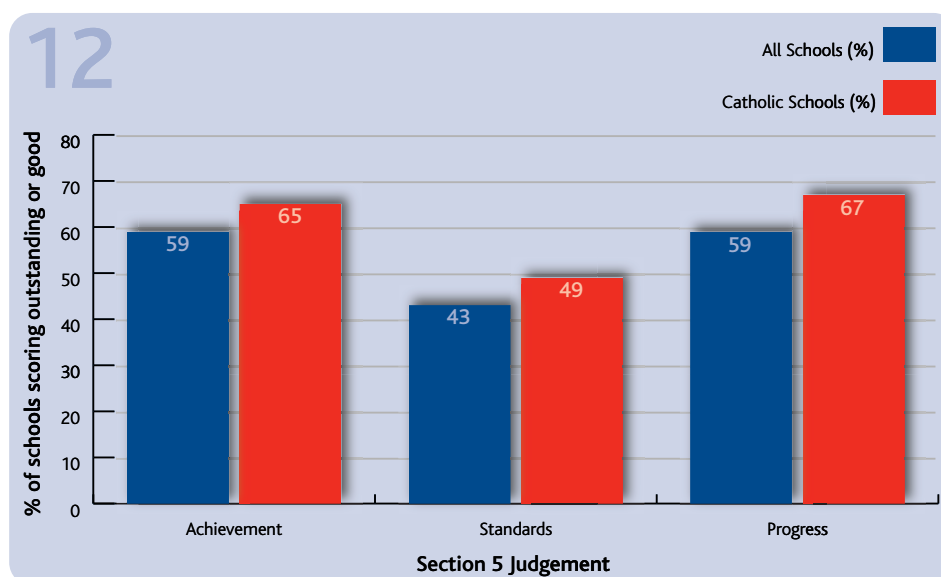
Figure 11:
Percentage of school sixth forms scoring outstanding or good for overall effectiveness



40. Of the Catholic secondary school sixth forms inspected between September 2005 and July 2009, 22% were outstanding, 44% were good, 32% were satisfactory and 2% were inadequate in their overall effectiveness. The corresponding figures for all secondary school sixth forms were 20%, 41%, 37% and 2% respectively. Catholic schools did not differ much from other schools in their capacity to make improvements but were graded rather higher on their partnerships with others to promote learners' well-being: 45% outstanding compared to 39% of all schools.

Achievement and Standards

Figure 12:
Percentage of school sixth forms scoring outstanding or good for achievement and standards



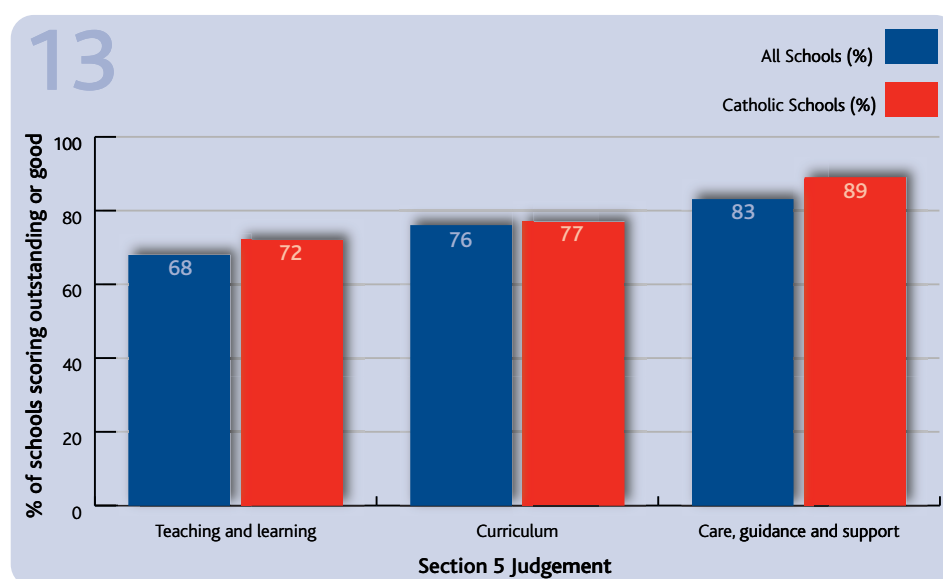
41. The overall judgement of learners' achievements showed Catholic sixth forms having a slight advantage over other schools: 20% outstanding and 45% good compared to 17% and 42% respectively. The same pattern was seen when considering learners' progress. The judgement about standards reached by pupils showed a slight departure from the recurrent pattern: this is in fact the only criterion where Catholic schools had a smaller proportion than other schools in the outstanding category (15% compared to 17%), though the slight shortfall was more than counterbalanced by the proportion in the good category (34% compared to 26%).

Personal Development and Well-being

42. In this aspect Catholic school sixth forms were far more likely to be judged outstanding: 57% compared to 40% of all schools. In fact 94% of Catholic sixth forms were good or better on this criterion, compared to 88% of all schools.

The Quality of Provision

Figure 13:
Percentage of schools scoring outstanding or good for the quality of provision



43. The overall judgment showed a slightly higher proportion of Catholic sixth forms in the outstanding category (19% compared to 15%) and equal proportions in the good category. Curricular and other provision were assessed similarly for Catholic and other sixth forms, but Catholic sixth forms did better in the provision of care, guidance and support: 47% were outstanding, 42% good, 11% satisfactory and none inadequate, compared to 37%, 46%, 16% and 1%.

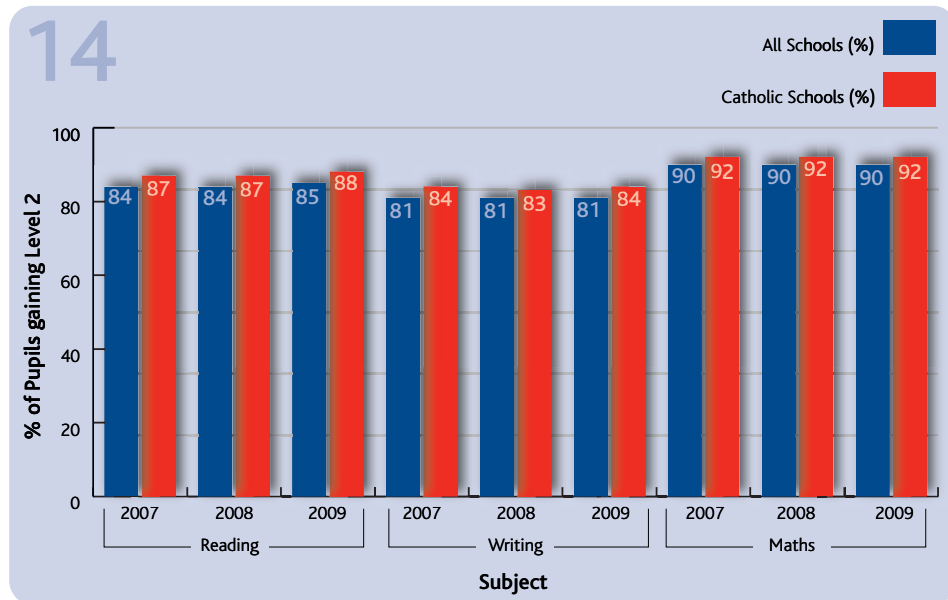
Leadership and Management

44. The global judgement of the effectiveness of the leadership and management in raising achievement and supporting all learners showed negligible differences between Catholic and other school sixth forms. Similar proportions were assessed as good or above, though slightly more Catholic sixth forms were in the outstanding category. The same pattern is seen in judging the effectiveness of the schools' self-evaluations, but in this case the proportion of Catholic sixth forms rated outstanding was more significantly higher: 32% compared to 25% for all schools.

Results in Key Stage Tests and GCSE

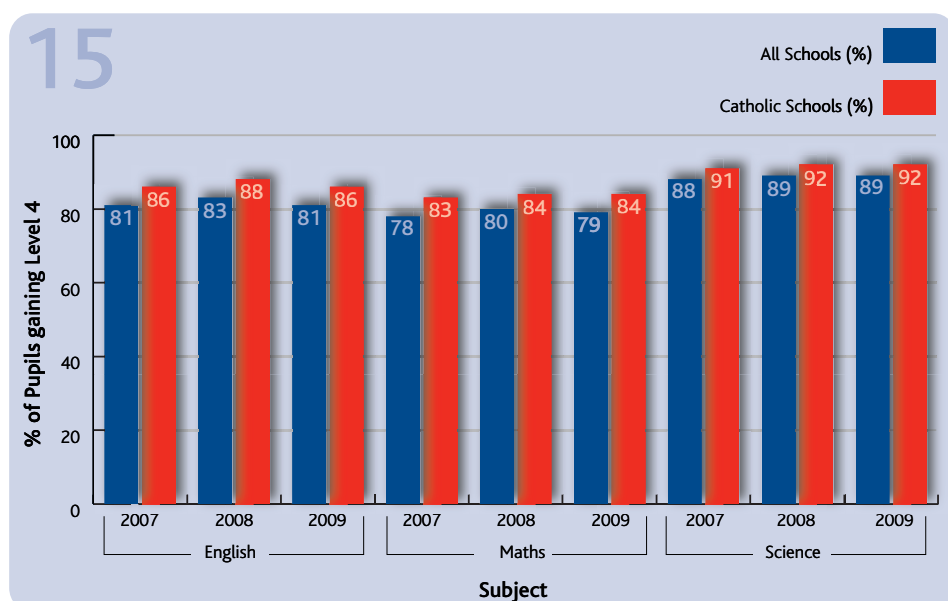
45. At age 7, proportions of pupils in Catholic primary schools gaining Level 2 or above in the Standard Assessment Tests (SATs) from 2007-9 were consistently between two and three percentage points higher than average in reading and writing and just below two points higher in mathematics.

Figure 14:
Results at Key Stage 1



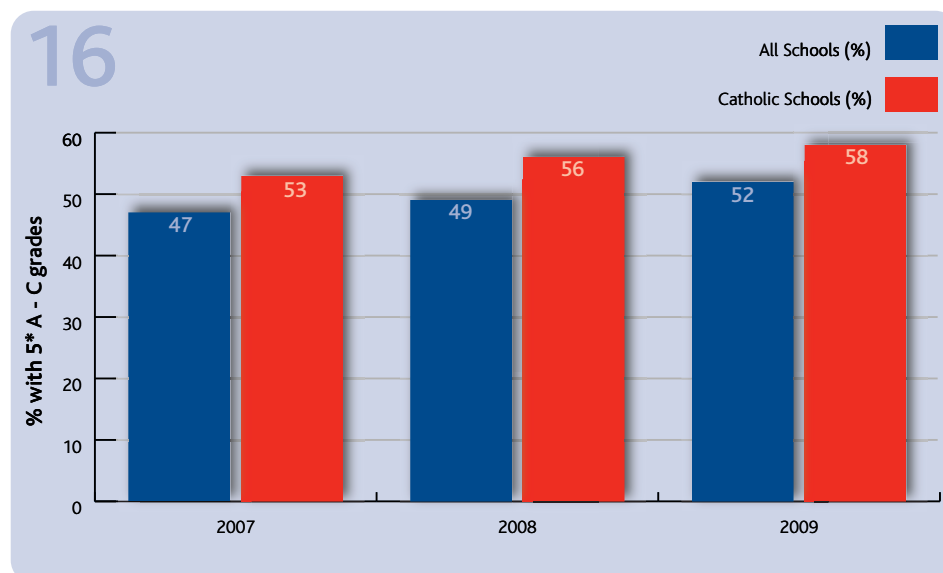
46. By age 11, the gap had widened: proportions of pupils gaining level 4 or above in the same period were consistently around five percentage points higher in Catholic primary schools in both English and mathematics. In science the proportion of pupils in Catholic schools gaining level 4 or above was consistently three percentage points higher than average over the three year period.

Figure 15:
Results at Key Stage 2



47. Results in the GCSE examinations, as measured by the proportion gaining at least five GCSEs at A*-C level (including English and mathematics) showed Catholic schools outperforming the national average by six percentage points consistently over the three year period.

Figure 16:
Results in the General Certificate of Secondary Education



Results post-16: schools

48. The following table for the three year period 2006-9 shows average student point score per subject entered in the main qualifications taken in schools in England.

Table 1: Average subject point scores 2006-9

Catholic school data: three year trend

	GCE AS level	GCE A level	Applied GCE AS level	Applied GCE A level	GCE A level double award	Applied GCE AS level double award	BTEC National Award	BTEC National Certificate	BTEC National Diploma
2006/07	88.29	212.60	75.46	179.93	372.33	148.48	209.35	417.78	652.50
2007/08	89.37	214.97	77.69	189.74	384.69	163.03	216.07	421.35	666.78
2008/09	89.43	216.80	83.88	193.80	395.45	177.17	220.31	443.51	694.21

Other schools' data: three year trend

	GCE AS level	GCE A level	Applied GCE AS level	Applied GCE A level	GCE A level double award	Applied GCE AS level double award	BTEC National Award	BTEC National Certificate	BTEC National Diploma
2006/07	89.13	214.16	72.85	177.57	360.82	144.83	229.02	439.36	706.94
2007/08	89.79	216.03	75.28	183.87	379.56	157.17	225.97	447.72	703.37
2008/09	89.86	217.91	77.76	191.16	389.53	161.88	227.79	451.20	716.31

49. The average points score increased for almost all qualifications in the three year period, and in this respect Catholic schools followed the national trend. At AS and A level, scores in Catholic schools were very slightly lower than average, though the gap appears to have narrowed since the previous document was published (in 2006) and the difference in 2009 was very small. Scores were also rather lower in Catholic schools at all levels of the BTEC qualifications, but once again the gap has narrowed substantially in the three year period. In applied AS and A levels and in double award A level and applied AS level, by contrast, scores in Catholic schools were higher than average. Without information about the abilities of those taking the examinations it is impossible to evaluate the degree of success that these figures represent. They could usefully prompt those responsible to explore this question.

Further scrutiny of the AS and A level figures for 2009 is summarised in Table 2.

Table 2: A-E and A-B pass rates in AS and A level in 2009

Percentage of entries graded A-E by AS level qualification type in 2009

	Qualification type		
	GCE AS level	Applied GCE AS level	Applied GCE AS level double award
Catholic school sixth forms	85.67%	86.45%	89.31%
Other school sixth forms	85.43%	80.42%	81.56%

Percentage of entries graded A-E by A level qualification type in 2009

	Qualification type		
	GCE A level	Applied GCE A level	Applied GCE A level double award
Catholic school sixth forms	98.05%	96.04%	96.85%
Other school sixth forms	97.90%	94.04%	95.43%

Percentage of entries graded A-B by AS level qualification type in 2009

	Qualification type		
	GCE AS level	Applied GCE AS level	Applied GCE A S level double award
Catholic school sixth forms	31.16%	16.71%	25.38%
Other school sixth forms	32.61%	15.85%	23.43%

Percentage of entries graded A-B by A level qualification type in 2009

	Qualification type		
	GCE A level	Applied GCE A level	Applied GCE A level double award
Catholic school sixth forms	47.54%	24.37%	35.78%
Other school sixth forms	49.31%	25.39%	33.02%

50. This table shows that the pass rates (those gaining grades A-E) for AS and A level were virtually identical in all schools, but the proportions gaining the top two grades were slightly lower in Catholic schools. It appears to be this factor that accounted for the slightly lower average point score overall.
51. In the applied AS and A level qualifications (single AS and double award), pass rates were consistently higher in Catholic schools. Proportions gaining the top two grades were also higher in Catholic schools, except in the applied A level, where Catholic schools were rather less than one percentage point below the national average.

Results post-16: sixth form colleges

52. Scrutiny of the performance data for sixth form colleges reveals a slightly different pattern of results. These must be interpreted with caution, since only fifteen Catholic colleges are involved in total, and the number offering some of the qualifications listed, particularly the BTEC examinations, is even smaller.

Table 3 shows the average points score per entry for the three year period 2006-9 for sixth form colleges in England.

Table 3: Average subject point scores 2006-9

Catholic sixth form college data: three year trend

	GCE AS level	GCE A level	Applied GCE AS level	Applied GCE A level	Applied GCE AS level double award	GCE A level double award
2006/07	95.57	216.18	76.62	175.31	174.98	383.19
2007/08	95.19	217.30	83.97	184.65	179.70	384.70
2008/09	93.84	218.28	82.35	192.84	186.85	405.58

Other sixth form college data: three year trend

	GCE AS level	GCE A level	Applied GCE AS level	Applied GCE A level	Applied GCE AS level double award	GCE A level double award
2006/07	92.59	214.62	84.73	184.29	164.61	362.78
2007/08	93.54	215.48	85.53	193.65	172.74	384.21
2008/09	92.15	217.05	86.11	198.65	182.43	394.25

53. The table shows that Catholic colleges consistently performed slightly better than the national average in AS and A level examinations, rather less well in applied AS and A level examinations, and rather better in the double award examinations for applied AS and A levels.
54. Table 4 shows comparative performance over the same three year period in the various BTEC examinations. The table shows that Catholic colleges did slightly less well than average at the award level but rather better than average at certificate and diploma level.

Table 4: BTEC results 2006-9

Catholic sixth form college data: three year trend

	BTEC National Award	BTEC National Certificate	BTEC National Diploma
2006/07	209.59	433.02	695.52
2007/08	215.71	455.00	682.64
2008/09	222.65	470.67	717.70

Other sixth form college data: three year trend

	BTEC National Award	BTEC National Certificate	BTEC National Diploma
2006/07	224.03	428.88	659.66
2007/08	219.24	437.57	684.56
2008/09	223.79	443.15	700.21

55. Table 5 shows the percentages of students awarded grades A-E and A-B for 2009. Proportions of students gaining a 'pass' grade varied little across the different AS and A level examinations, except that the pass rate was rather lower in Catholic colleges at applied AS level.

56. Analysis of the comparative proportions gaining the two higher grades shows that Catholic colleges performed rather better than other colleges overall, but slightly less well in the single subject applied AS and A level examinations.

Table 5: A-E and A-B pass rates at AS and A level in 2009

Percentage of entries graded A-E by AS level qualification type in 2009

	Qualification type		
	GCE AS level	Applied GCE AS level	Applied GCE AS level double award
Catholic sixth form colleges	88.62	83.27	89.55
Other sixth form colleges	87.36	86.50	89.63

Percentage of entries graded A-E by A level qualification type in 2009

	Qualification type		
	GCE A level	Applied GCE A level	Applied GCE A level double award
Catholic sixth form colleges	98.50	97.01	98.72
Other sixth form colleges	98.28	97.07	97.96

Percentage of entries graded A-B by AS level qualification type in 2009

	Qualification type		
	GCE AS level	Applied GCE AS level	Applied GCE AS level double award
Catholic sixth form colleges	34.45	20.21	39.10
Other sixth form colleges	33.54	21.63	30.50

Percentage of entries graded A-B by A level qualification type in 2009

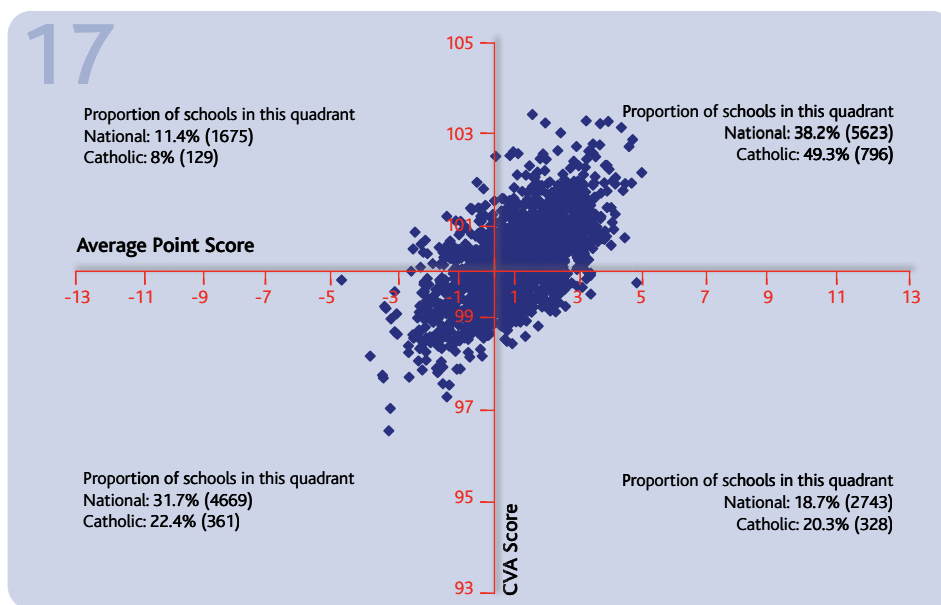
	Qualification type		
	GCE A level	Applied GCE A level	Applied GCE A level double award
Catholic sixth form colleges	48.26	22.43	33.76
Other sixth form colleges	47.59	27.71	29.44

Progress in Key Stages 1-4

57. Test and examination results provide useful information about the effectiveness of schools but they are only part of the story. When comparing the performance of schools it is also important to recognise that pupils have different starting points and that the proportion of pupils at each starting point varies from school to school. Measures of absolute attainment therefore need to be complemented by measures of the progress made by pupils – the value added – from one key stage to another. These measures take account of pupils' prior attainment. Measures of the contextual value added (CVA) go further, by making adjustments to take account of the impact of external factors known to have an impact on the progress of some pupils, such as levels of deprivation. CVA gives a much fairer statistical measure of the effectiveness of schools and is generally accepted to provide a solid basis for comparisons.³
58. The following diagrams are one means of showing attainment and CVA together. The horizontal axis plots a school's attainment, based on the average points score, relative to the national average. The vertical axis records the school's CVA score. This kind of graph gives a visual representation of how a school performs in terms of both attainment and progress. The proportions of Catholic schools in the four quadrants can be compared to the proportions of all schools nationally.
59. Each mark on the graphs represents one school. A school in the top left quadrant had below average attainment but when allowance was made for contextual factors it came out above the average: it might for example be a school achieving below average results which were nonetheless creditable, bearing in mind a very disadvantaged intake of pupils. Schools in the bottom left quadrant also scored below average for attainment but they remained below average when factors in the context were taken into account. This might suggest some unsatisfactory features in the schools' performance. Schools in the bottom right quadrant rated above average for attainment but below average when the context was considered. A school in this situation might for example be coasting: achieving reasonable results but considering the intake of pupils it should be doing better. The top right quadrant contains schools which scored above average both for attainment and when the context was considered. They were successful both in terms of results and when the schools' contribution to pupils' progress was measured.
60. The primary school graph shows that 70% of Catholic schools attained above average points scores, compared to 57% of all schools. This might have been predicted from the test results summarised earlier. More striking is the finding that 57% of Catholic schools scored above average CVA scores, compared to the expected 50% of all schools. This means that Catholic schools tended to do better both in terms of absolute measures of attainment and when contextual factors were taken into account. Proportionately more Catholic schools were in the top right quadrant.

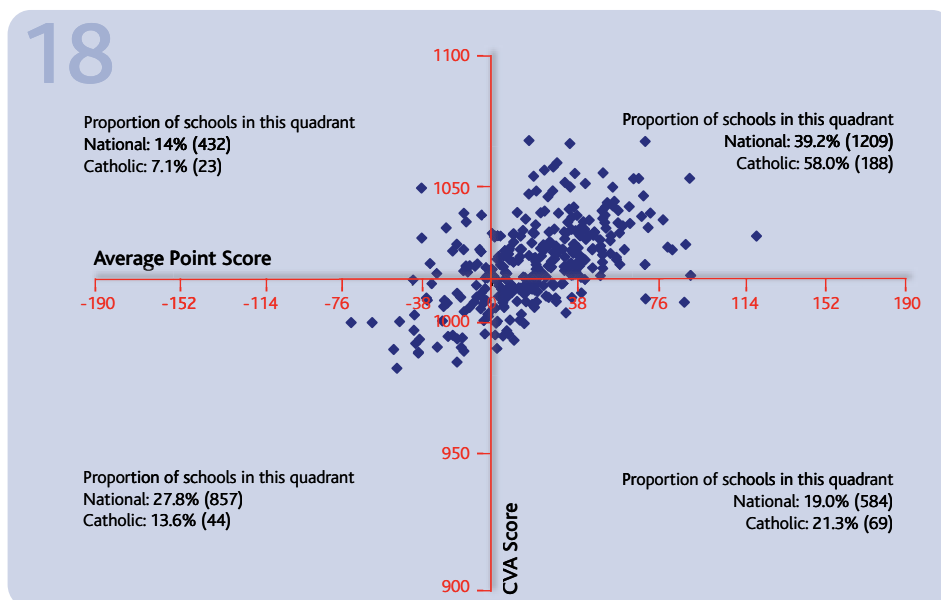
⁴ This paragraph draws on the guidance for 2009-10 on the DfE website.

Figure 17:
Primary school attainment/CVA based on 2009 validated data



61. The secondary findings are even more striking. They showed nearly 80% of Catholic schools with above average point scores, compared to about 60% of all schools. Almost two-thirds of Catholic schools had above average CVA scores, compared to 53% of all schools. The proportion of Catholic schools in the top right quadrant exceeded the national proportion by almost 20%.

Figure 18:
Secondary school attainment/CVA based on 2009 validated data



The Context of Education

62. The outstanding quality of Catholic schools is not the result of more generous staffing, better school buildings or particularly favoured pupils. In all these respects Catholic schools are closely comparable to other schools. The previous section has shown that Catholic schools perform better than average both when objective attainment is measured and in terms of their pupils' progress, whatever their starting points. This section explores the context of such high achievement in more detail. It describes some of the characteristics of the schools and particularly of their pupils, drawing on three sources of information: the CESEW Census 2009; the DfE national census for 2009; and the Ofsted Data and Information Team.

Numbers of Schools and Pupils

63. Table 6 shows the numbers of Catholic schools in England and Wales in 2009. In England, Catholic maintained schools formed 10% of the total number of schools and they educated 10% of the population of pupils. In both primary and secondary phases Catholic schools in England were very close to the national averages in terms of numbers of pupils on roll. In Wales, Catholic primary schools constituted 5% of the total and secondary schools about 7%. Table 6 includes three academies, nine non-maintained special schools and 20 schools run jointly with other Christian bodies.

Table 6: Numbers of Catholic Schools by Phase in 2009

Phase	Maintained		Independent		Total
	England	Wales	England	Wales	
Primary	1693	73	69	0	1835
Secondary	344	15	30	0	389
Sixth form colleges	16	1	0	0	17
All through	1	0	44	2	47
TOTAL	2054⁴	89	143	2	2288

64. Table 7 shows the numbers of pupils educated in Catholic schools. In 2009 Catholic maintained schools and colleges educated 781,400 pupils and Catholic independent schools 43,483 pupils, giving a grand total of 824,883 pupils. The independent schools vary greatly in the age ranges of pupils enrolled, so that analysis into numbers of pupils by phase is not straightforward: only the totals are presented below.

Table 7: Numbers of Pupils in Catholic Schools by Phase in 2009

Phase	Maintained		Independent		Total
	England	Wales	England	Wales	
Primary	406,605	14,186			
Secondary	325,339	12,071			
Sixth form colleges	21,980	1,219			
TOTAL	753,924	27,476	42,728	755	824,883

65. In 2009, three-quarters of the pupils in Catholic maintained primary and secondary schools were Catholic, defined in the CESEW Census Guidance as '(those who) have been baptised or received into the Catholic Church'. Proportions were lower in Wales at about two-thirds of the total.

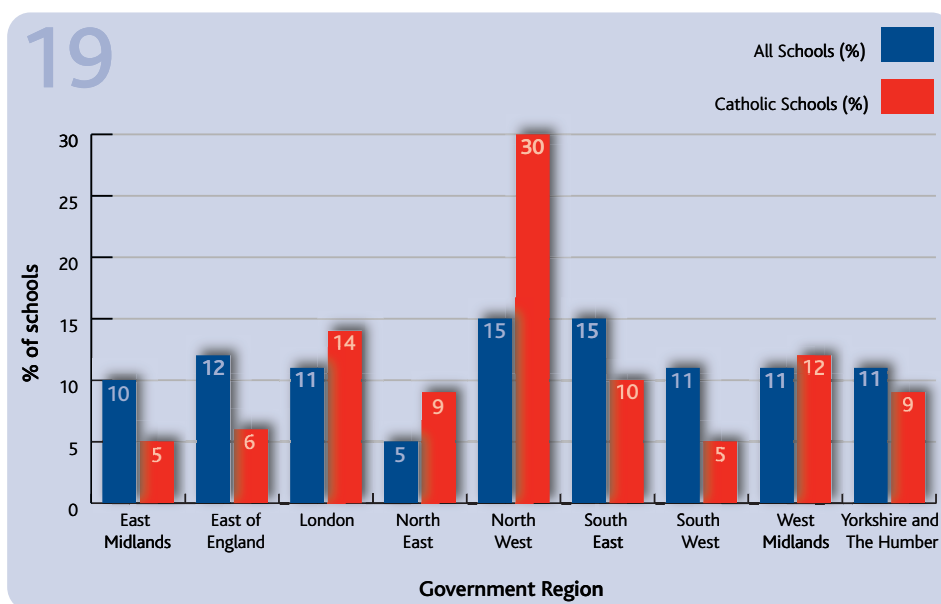
⁴ The primary and secondary figures differ slightly from the DfE figures in paragraph 24 because the DfE figures do not include schools run jointly with other Christian bodies.

Primary Schools

Geographical Distribution

66. Figure 19 shows the distribution of maintained Catholic primary schools in the English government regions. These regions do not coincide with Catholic dioceses, but the figures are nonetheless interesting. In the whole country Catholic primary schools formed 10% of the total, but they were not evenly distributed: almost a third of them were concentrated in the North West and substantially higher than average proportions were found in the North East and to a lesser extent in London. Proportions were below average in the East of England, East Midlands, South East and South West regions.

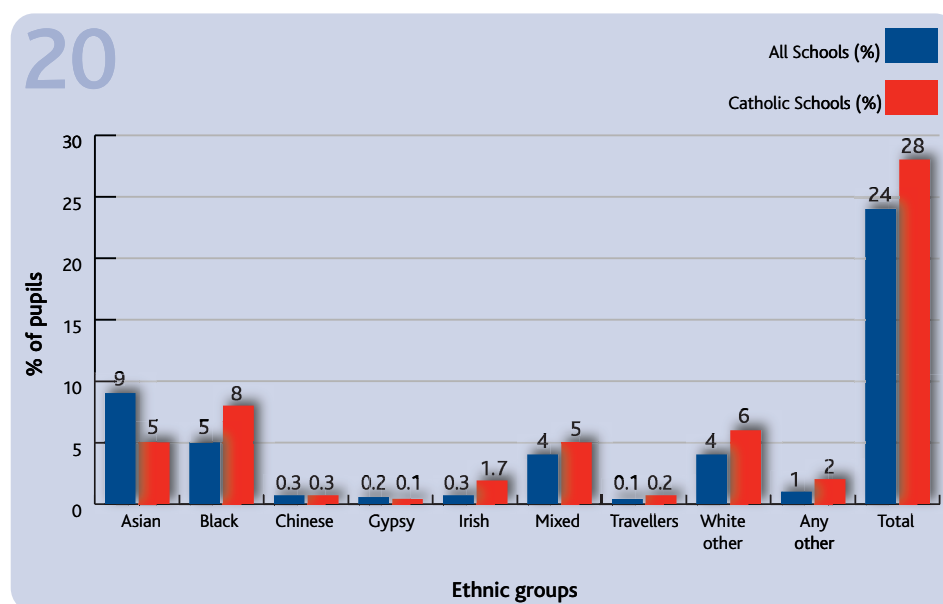
Figure 19: Distribution of primary schools by government region



Ethnic Composition

67. Catholic primary schools are rather more ethnically mixed than other primary schools, as figure 20 shows. The final columns on the right show the total percentages of pupils not defined as white British in the school census returns for 2009. Part of the difference was caused by higher proportions of pupils in the white Irish category, but proportions were also higher in the black, mixed and white 'other' groups. Pupils in the Asian categories were less well represented in Catholic schools: the average proportion was slightly more than half the national figure.

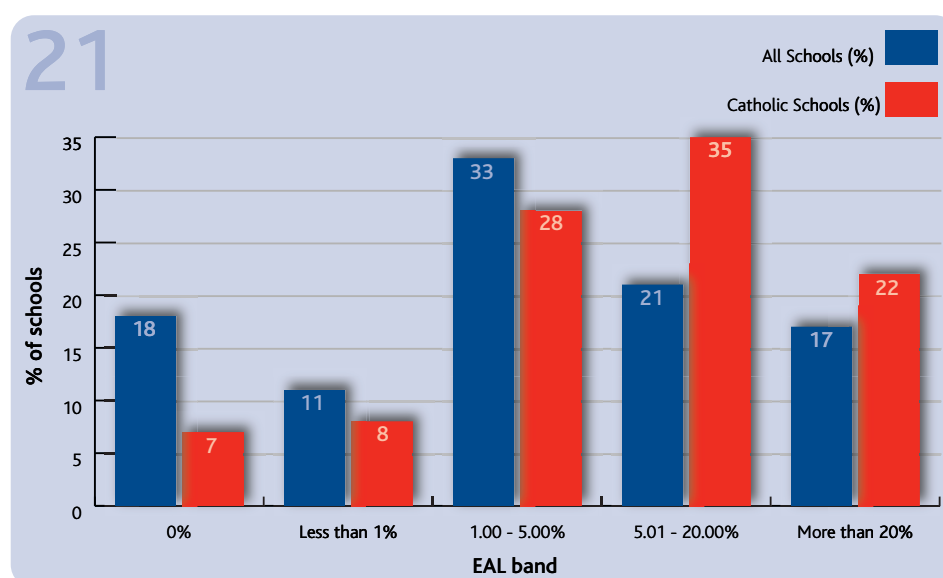
Figure 20: Percentage of minority ethnic groups in primary schools



Pupils with English as an Additional Language

68. Figure 21 summarises data about pupils with English as an additional language (EAL). It shows that Catholic primary schools were much more likely to be in the two upper bands, with 5% or more of pupils with EAL.

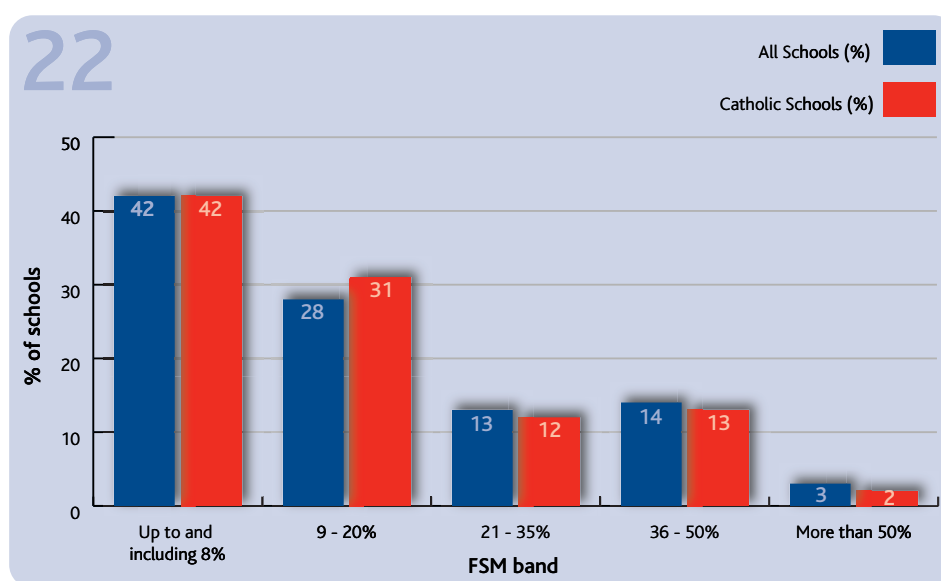
Figure 21: Distribution of pupils whose first language is other than English in primary schools



Free School Meals Eligibility

69. Figure 22 compares Catholic primary schools with all schools for the proportions of pupils eligible for free school meals (FSM). This gives an indication of the degree of disadvantage experienced by the pupils, though it is not a direct measure of disadvantage. Other indicators exist and some are the subject of current research, but eligibility for FSM remains the most widely used indicator.
70. On the FSM indicator, Catholic primary schools were spread across the FSM bands in a pattern very similar to other schools. They were very slightly less represented in the upper bands, which means that there were fewer Catholic schools with very high proportions of pupils eligible, but this was partly balanced by the greater proportion of Catholic schools in the 9-20% band. This distribution might be expected from the wider catchment areas of many Catholic schools: they often draw from a range of socio-economic areas, and this would tend to reduce extremes in the profile of disadvantage. It would nonetheless be valuable to explore further the reasons for the slight under-representation in the upper bands.

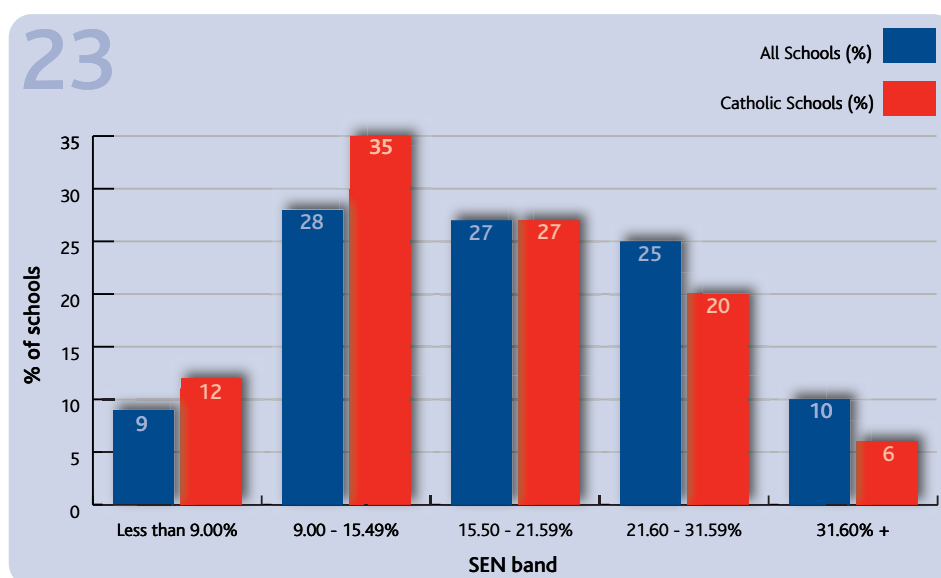
Figure 22:
Distribution of FSM pupils in primary schools



Special Educational Needs

71. The figures in the chart below for special educational needs (SEN) include those pupils for whom a statement of SEN has been written and those without such statements. The distribution in figure 23 shows some similarities to the FSM distribution: a generally comparable pattern but with smaller proportions in the upper two bands. Information from the national school census and the CESEW Census indicates that the proportion of pupils with statements in Catholic primary schools, about 1.1%, was very similar to the 1.4% in schools nationally⁵, so that any differences in figure 23 are mostly accounted for by differences in proportions of pupils without statements. Practice in defining SEN without statements varies greatly across the country and this makes it difficult to assess the significance of differences in this aspect.

Figure 23:
Distribution of pupils with SEN in primary schools



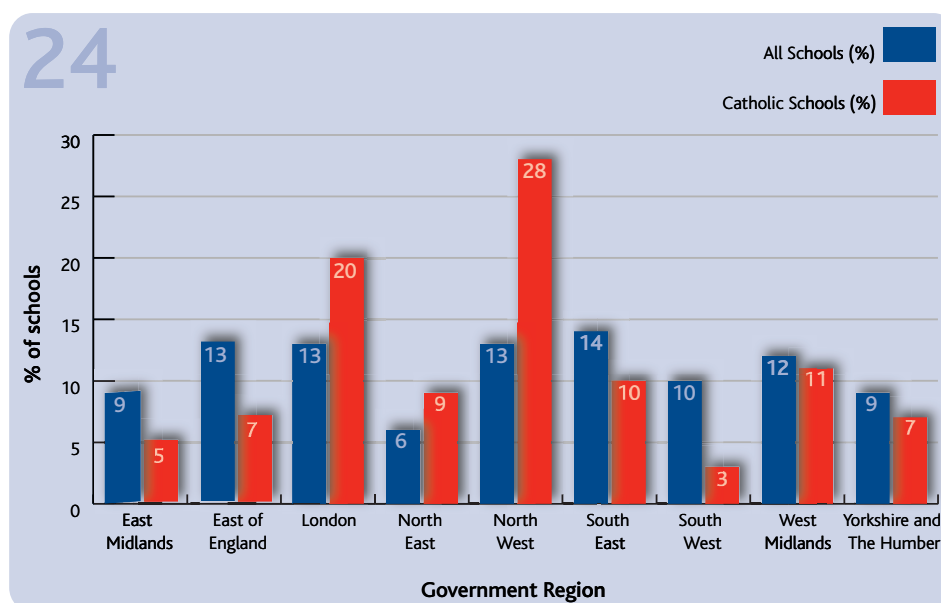
⁵ To give a fair comparison, the national figure is for those pupils in maintained primary and secondary schools, excluding special schools.

Secondary Schools

Geographical Distribution

72. The distribution of secondary schools, shown in figure 24, was broadly similar to that of primary schools, with proportionately more than average in the North West, North East and London, and fewer in the East Midlands, East of England, South East and South West. Two differences between primary and secondary sectors may be noted, concerning London and the South West. In London there were rather more secondary schools than might be expected from the number of primary schools. London had 13% of the total of secondary schools but 20% of Catholic secondary schools, compared to 11% of all primary schools and 14% of Catholic primary schools. The situation was reversed in the South West, where there were rather fewer secondary schools than might have been expected. The South West had 10% of all secondary schools but 3% of Catholic secondary schools, compared to 11% of all primary schools and 5% of Catholic primary schools.

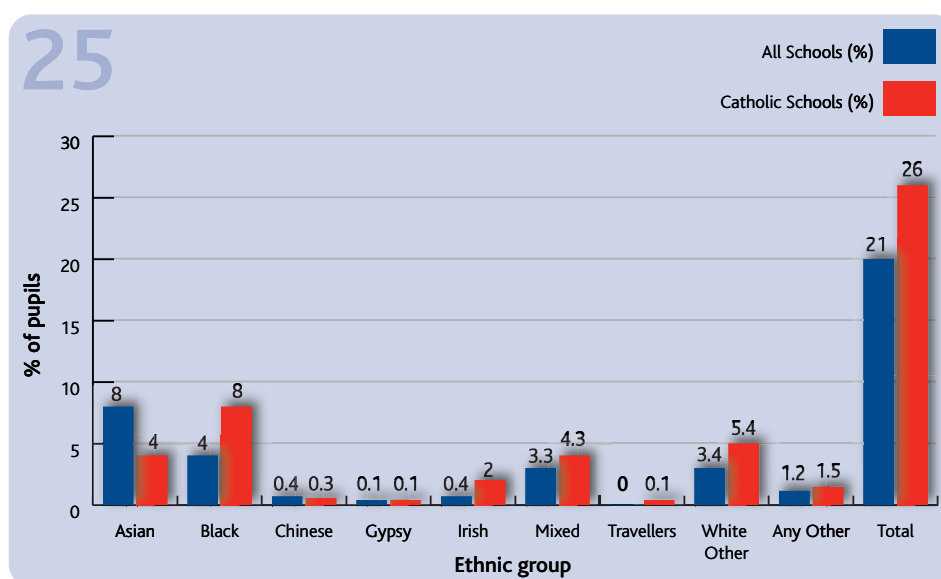
Figure 24:
Distribution of secondary schools by government region



Ethnic Composition

73. At the national level, secondary schools were slightly less ethnically mixed than primary schools and Catholic schools reflected this. However, within the secondary sector Catholic schools were more mixed than other schools – see figure 25 below. As for primary schools, the balance of ethnic groups was slightly different from the average, with fewer Asian pupils but more in the black and Irish groups. Indeed in the latter two categories Catholic secondary schools reversed the general pattern of smaller proportions in secondary schools: 8.1% black (7.6% in Catholic primary schools) and 2% Irish (1.7% in Catholic primary schools).

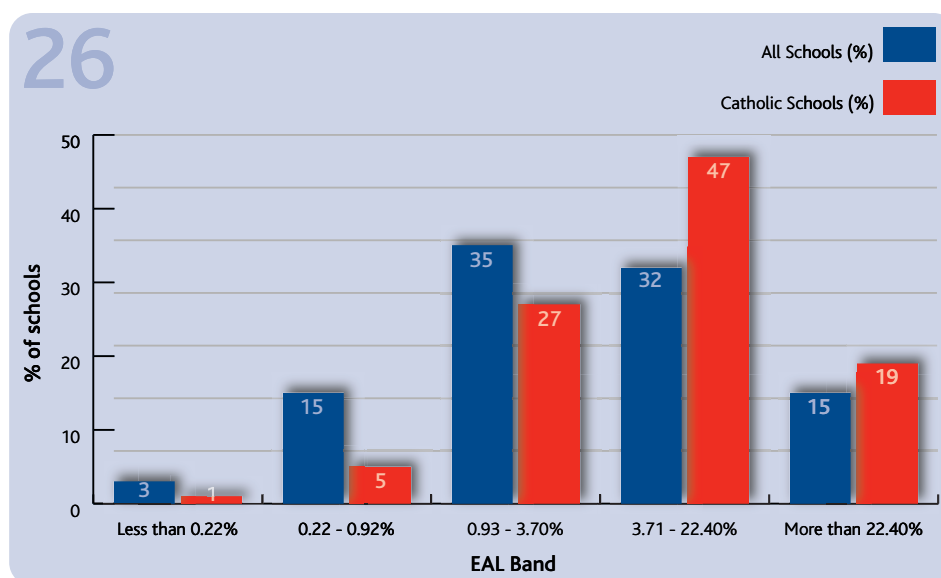
Figure 25:
Percentage of minority ethnic groups in secondary schools



Pupils with English as an Additional Language

74. Figure 26 reveals a pattern that closely follows that in primary schools: higher proportions of Catholic schools in the upper bands, showing that Catholic schools were more likely to have higher proportions of pupils for whom English is not the first language.

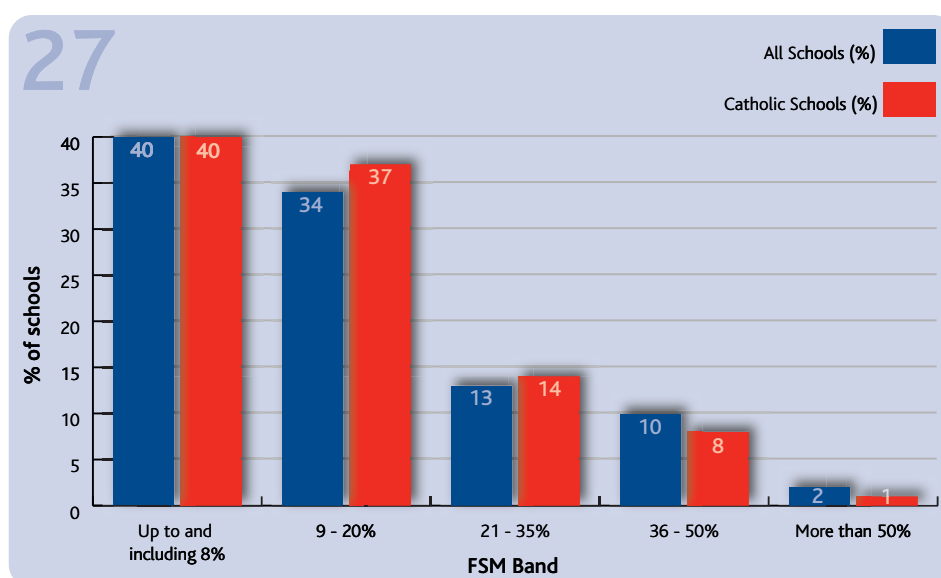
Figure 26:
Distribution of pupils with EAL in secondary schools



Free School Meals Eligibility

75. Figure 27 illustrates that in this respect secondary schools mirror the primary sector: the distribution across the FSM bands was very close to the national pattern, but with slightly fewer schools proportionately in the upper two bands.

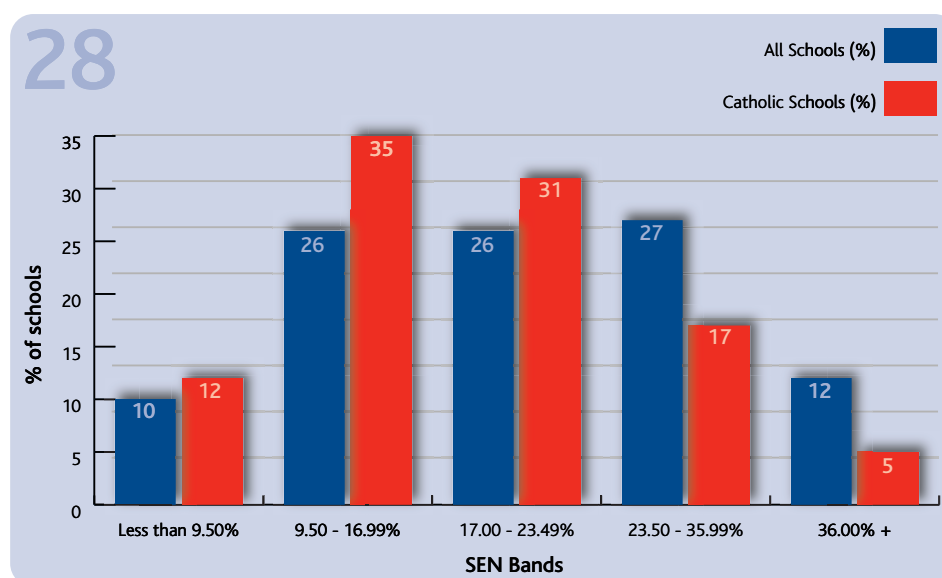
Figure 27:
Distribution of FSM pupils in secondary schools



Special Educational Needs

76. As in the primary sector, the distribution of pupils with SEN was broadly similar in Catholic schools to the national pattern but with smaller proportions in the upper two bands. Since it is known that figures for pupils with statements were only slightly below average in Catholic secondary schools, 1.7% compared to the national average 2% (excluding special schools), the discrepancy largely stems from smaller proportions without statements. For comment on this discrepancy, see paragraph 71 above.

Figure 28:
Distribution of SEN pupils in secondary schools





Notes
