

# INSPECTION REPORT

## **ST URSULA'S CONVENT SCHOOL**

Greenwich

LEA area: Greenwich

Unique reference number: 100193

Headteacher: Mrs G Scanlan

Reporting inspector: S Tweddell  
1709

Dates of inspection: 21 – 23 May 2001

Inspection number: 187754

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 - 16
Gender of pupils:	Girls
School address:	Crooms Hill Greenwich London
Postcode:	SE10 8HN
Telephone number:	0208 8584613
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Appropriate authority:	Governing body
Name of chair of governors:	Sr E Campbell OSU
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Ursula's Convent School takes girls between the ages of 11 and 16. There are 593 pupils on roll, many of whom come from areas some way from the school. The school is smaller than average. Year 11 has slightly fewer pupils than other years, 109 compared with approximately 122 in other years. Pupils come from a wide range of backgrounds and attainment on entry is slightly above average. The number of pupils with special educational needs is below average at 6.4 per cent as is the number with a Statement of Special Educational Need, 1.5 per cent. Twenty pupils come from homes where English is an additional language, and five of these pupils are at early stages of learning English. Almost a quarter of the pupils are from Black Caribbean or Black African homes and the main language, apart from English, is Yoruba. A larger than average number of pupils is entitled to free school meals, 24.3 per cent. The school was identified as a Beacon School in 1998. At the time of the inspection, Year 11 pupils were on study leave.

### **HOW GOOD THE SCHOOL IS**

St Ursula's is a very effective school in which pupils make very good progress and attain high standards at the age of sixteen. The attainment of fourteen year olds is particularly high in English. Leadership is good overall and the headteacher offers very good leadership. Teaching is good overall and much is very good or excellent, although there is some inconsistency within and between departments. Most pupils have very good attitudes towards their work and behaviour is generally good. The school gives good value for money.

#### **What the school does well**

- Pupils make very good progress and attainment is well above average when they leave school at sixteen. The attainment of fourteen year olds in English is well above average.
- The headteacher gives very good leadership and the constant review of the school's work is maintaining high standards.
- Teaching is good overall and much is very good or excellent.
- The very good relationships help pupils to have positive attitudes towards their work and behave well.
- Provision for social and moral development is very good.

#### **What could be improved**

- Gifted and talented pupils are identified carefully, but there is inconsistency in using the information about them to plan for teaching within and between departments.
- As the school is aware, the use by departments of information from assessment is inconsistent.
- Senior management is aware that there are a number of health and safety problems that need tackling urgently.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1996. There has been good improvement in the areas identified for development at that time. Governors have received in-service training for their responsibilities to the curriculum and each governor is attached to one or more curriculum areas and visits departments and reports on the visit to a full governing body meeting. Staff are receiving in-service training in the use of computers. The programme for the gifted and talented is helping to ensure that higher attaining pupils achieve appropriately in some subjects, although not all staff use the programme consistently well. Pupils have more opportunities to take responsibility and to engage in discussion and formal speaking.

## STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that attainment of sixteen year olds has been well above average for the past three years and in comparison with similar schools in 2000 was in the top five per cent. The rise in performance over the past five years has been similar to the national trend.

In 2000 the attainment of fourteen year olds was well above average in English and was average in science and mathematics. In comparison with similar schools, attainment was very high in English and well above average in science and mathematics. The trend in the performance of fourteen year olds has been below the national trend. Attainment in science has dropped from a very high level over the past five years.

The inspection found that attainment is similar to the last three years and sixteen year olds' attainment is well above average. The attainment of fourteen year olds in mathematics and science is improving this year as a result of action by the senior management team and heads of department. Attainment in English is still well above average. Pupils achieve highly in relation to their attainment on entry because of effective teaching and strong leadership. The school is on track to achieve its target for GCSE in 2001.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very good attitudes towards their work and come prepared to learn. When not challenged by their work, a very small number of pupils lose interest and motivation.
Behaviour, in and out of classrooms	Behaviour is good and is often very good in lessons.
Personal development and relationships	Good overall and relationships are very good.
Attendance	Satisfactory.

Most pupils enjoy coming to school and are eager to learn. They are courteous and polite to adults and usually respect adults and one another. Their good behaviour and very good attitudes contribute to the high standards that the school achieves.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good overall and all the lessons observed were satisfactory or better. Of the small number of lessons observed, the proportion of teaching that was good or better was 66 per cent and of very good or excellent teaching was 44 per cent. Teachers have a good understanding of the subjects they teach which enables them to extend pupils' knowledge, skills and understanding. In the good or better lessons, teachers have high expectations of the work of their classes so pupils know they must give of their best. Literacy and numeracy are planned for in many subjects and are taught well, but this is not consistent across the school. Higher attaining pupils are usually challenged by the teaching, but sometimes, they mark time. Pupils with special educational needs are taught effectively and make appropriate progress as a result. Most pupils work hard and show interest and when they are given the opportunity, they apply their skills of thinking to gain greater understanding of the topic.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, the curriculum for older pupils offers a limited choice of options and there are few vocational courses. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. The leadership is very good and new methods are being developed to manage the department. These need embedding into the systems of the school.
Provision for pupils with English as an additional language	Satisfactory for the few pupils for whom English is a new language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for social and moral development is very good and for spiritual and cultural is good.
How well the school cares for its pupils	Satisfactory overall. The personal support for pupils is very good and includes the use of specialist staff for counselling.

The curriculum covers the requirements of the National Curriculum. The very good provision for social and moral development is a key factor in the good attitudes and behaviour of the pupils. There are many opportunities for reflection, but not all subjects plan for this so the provision of spiritual development is patchy across the curriculum. Pupils have opportunities to develop an awareness of a broad range of cultures, particularly in art and English. Pupils are supported well through the pastoral system which includes discussions about their progress. Assessment has been a focus for development for the whole staff and many departments are establishing systems but assessment and its use are inconsistent within and between departments. There are some urgent health and safety issues to do with fire regulations, no safety glass in some windows and windows on upper floors that open wide and are accessible to pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall and the leadership of the headteacher is very good.
How well the governors fulfil their responsibilities	Governors meet their responsibilities effectively.
The school's evaluation of its performance	Very good. Reviewing the school's work involves all heads of department. The analysis of information about the performance of pupils is a key strength of the school.
The strategic use of resources	Very good. Money is spent wisely.

The very strong leadership of the recently appointed headteacher has given the school a clear direction in which to develop, which is appropriately focused on maintaining and improving standards. The headteacher is ably supported by the deputy headteacher. The senior management team is newly formed and is beginning to play a key role in ensuring that the school sets appropriate priorities and meets them. Heads of department are generally effective. The governing body uses its expertise well and has a good knowledge of the school through its system of visiting areas of the curriculum and then reporting to the full governing body. The school seeks good value in all its spending. The accommodation is in need of maintenance, some areas are in poor condition.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils make good progress and the school expects pupils to work hard.</li> <li>• Teaching is good.</li> <li>• The school helps pupils to become mature and responsible.</li> <li>• The school promotes good attitudes and values.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number feel that information about their children is poor.</li> <li>• Many feel the school does not work closely with parents.</li> <li>• There is a limited range of activities outside lessons.</li> <li>• The whole class is kept in for detention after school without warning.</li> </ul>

The inspection found that parents are justified in what pleases them about the school. Staff and governors are aware that parents find information about their child's progress limited and have recently introduced new approaches to deal with this concern. A letter has been sent to parents about the new arrangements which have already started. The range of extra-curricular activities is wide. Sometimes the class is kept in for up to ten minutes after school, but pupils state that the punishment is usually deserved and those who have not misbehaved may leave on time.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils make very good progress and attainment is well above average when they leave school at sixteen. The attainment of fourteen year olds in English is well above average.**

1. Pupils enter school with attainment that is slightly above average and when they leave at sixteen, they attain well above average standards. For the past three years, the school has attained above average results at GCSE. In 2000, the school was in the top five per cent of schools that take in pupils from similar backgrounds. The attainment of fourteen year olds in 2000 was above average overall; in English, attainment was well above average and in mathematics and science was close to average. In comparison with similar schools, attainment in English was very high, and in mathematics and science was well above average.
2. The reasons for the high achievement are good teaching by hard working and committed staff, very good attitudes towards work which are fostered by the school and strong leadership. Pupils with special educational needs achieve appropriately as they are taught effectively, and the work is usually challenging for the higher attaining pupils, although there are occasions when they mark time when they finish and have nothing else to do.
3. Attainment in English has been particularly strong throughout the school. This is because the head of department has very high expectations of staff in the department and of the pupils' work. She reviews the work of the department rigorously, observing teachers and looking at the work of a range of pupils to ensure a consistent approach. She is very clear about using information from assessment to focus the teaching in order to guide and support the pupils. She shares the grades that pupils are expected to achieve with them and encourages them to work towards their targets. With younger pupils, the assessment is often detailed and helpful with targets often set for their next piece of work. She has very high expectations of the attitudes and behaviour of the pupils who respond by listening carefully and rising to the challenge of the work. As a result, pupils achieve very highly in the department. They are articulate, speak with confidence and sustain a point of view. They read with good understanding and use their skills well in other subjects. One example was in geography where the department is developing new approaches to teaching and learning, which includes using skills of literacy. In a Year 10 and a Year 8 lesson, pupils used highlighters to mark the key points of geographical texts. This was done proficiently.
4. By the time they leave school, many pupils write with flair and confidence. Final drafts are free of errors, sentence structure is complex and the style of higher attainers is mature. Pupils are very well aware of their audience and use language expressively to manipulate feelings. A Year 11 pupil wrote about her grandfather's funeral;

*My glasses were hazy and unclear and my vision blurred by the small droplets of spitting rain. I was almost grateful for it ...People around me were weeping... I could hear their soft sounds of pain and loss.*

5. Attainment in mathematics and science has been relatively weaker than English and, in science, has been falling from a very high level over the past five years. However, the inspection found that attainment is rising in both subjects, particularly in mathematics. Both departments have started to use the information from assessment to set clearer targets for their pupils, although there is inconsistency across the departments in how this is used as some staff have more confidence than others. The heads of department are aware that more rigour and consistency are needed. A strength in mathematics is pupils' understanding of algebra and its use in solving problems. Many pupils in Year 11 have great confidence in using algebra. In science, a strength is in experimental work and investigation. Many departments encourage pupils to use their skills of numeracy and so pupils become adept in working with number. In Spanish, pupils were asked to undertake mental arithmetic; in art, pupils showed good understanding of rotational symmetry

following joint work between the art and mathematics departments. In design and technology, pupils in Years 7 and 9 used skills of measurement proficiently when making boxes with lids and puppets with moving parts.

**The headteacher gives very good leadership and the constant review of the school's work is maintaining high standards.**

6. The overall leadership of the school is good. The headteacher was appointed in September 2000 and has set a clear and rigorous agenda for the school to develop, building on its success and focussing on maintaining and further improving the high standards that the school achieves. All departments have received a detailed analysis of their performance over the past few years and all are using the information as part of the review of their work. All members of the departments were involved in the discussions. The improvement in mathematics and science is partly due to this approach. The school development plan has been redrawn with three clear areas for development; these are the progress that pupils make, the professional development of staff and developing the Catholic ethos of the school. The school is involved with the University of London in exploring how pupils learn. Part of this initiative has been to set targets for each pupil in Years 8, 9 and 10 which are reviewed on an academic review day. Parents are involved in this process. The headteacher has held discussions with each pupil and their parents or carers in Years 10 and 11 as part of setting and reviewing targets and to find out their perceptions of the school.
7. The governing body is developing its role through regular visits to the school which results in a verbal, or sometimes written, report to the full governing body. Each governor takes responsibility for one or more areas of the curriculum and visits the department, perhaps to join in a departmental meeting, staff in-service training or to sit in on lessons. After two years, governors will change the departments to which they are attached. This procedure is helping the governors to increase their effectiveness by giving them detailed information about how the school operates.
8. The senior management team has been extended in order to share responsibilities and to support the professional development of staff. Six senior staff are now involved in the management of the school and have played a key role in establishing the priorities of the school improvement plan. Heads of departments lead effectively, all are involved in reviewing the work of their departments. Teachers are regularly observed in their classrooms, both by the headteacher and sometimes, but not always, by heads of department. Where heads of department regularly observe staff, there is a more consistent approach to teaching as good ideas are shared.

**Teaching is good overall and much is very good or excellent.**

9. The teaching in the school is good overall and much is very good or excellent. Of the small number of lessons that were observed, 44 per cent were very good or excellent and 66 per cent were good or better. All of the teaching was satisfactory or better. There is however, some inconsistency within and between departments in the quality of teaching. The characteristics of the very good and excellent teaching are rigour, high expectations, very good planning which takes account of the learning needs of pupils of different attainment and very good relationships.
10. The teaching of pupils with special educational needs is generally good. Each department is responsible for the teaching, with advice and support from the special educational needs co-ordinator. Occasionally pupils are withdrawn from lessons if it is felt necessary. In one example, the teacher's very good understanding of the needs of the pupil, coupled with sensitive support, helped to develop the pupil's confidence and self esteem which led to high achievement. Pupils who are low attainers follow the *Springboard* programme, which is designed to improve literacy. In one such lesson with Year 7 pupils, they studied an extract from *Deep water* by Ann Turnbull. The very good teaching, which included excellent use of resources to consolidate the learning, led to the pupils gaining good understanding of the passage.
11. Teachers are well qualified and have a very good understanding of the subjects they teach. In a history lesson with a Year 7 lower attaining class, the teacher's very good subject knowledge led

to pupils having a good understanding of some features of the impact of the Church on lives of people in medieval times. The very good subject knowledge enabled the teacher to ask a series of questions which provoked thought and deepened their knowledge of the time. A teacher of information and communication technology challenged the pupils by criticising their work and asking them why they had made particular decisions about layout and content.

12. The management of behaviour by most teachers is good which helps to create an effective learning environment in which pupils can listen and learn. A Year 9 class making gargoyles from clay in art concentrated hard on their work and achieved original designs because of the high expectations of behaviour and work by the teacher. A Year 8 mathematics class was well behaved and co-operative which enabled the teacher to hold a discussion about enlarging two-dimensional shapes. In another mathematics lesson, the teacher's good management of the pupils maintained their interest in the study of transformations. Although pupils are highly motivated, a very small number have challenging behaviour which requires firm handling. Most staff handle these pupils well but, occasionally, staff have lower expectations of behaviour and time is lost in settling the class. Sometimes, the pace of the lesson is slow so the pupils lose interest and motivation and start to chatter quietly.
13. Many teachers have high expectations of the work of pupils so they know they must do their best. This was observed in many lessons. The high expectations of the teacher taking a Year 10 geography lesson led them starting to grasp the idea of weather systems. The teacher was aware that this is a difficult topic and flexibly, amended her teaching to ensure that all developed some knowledge and understanding of the topic.
14. The planning of some departments is of a very high quality and includes the teaching of key words, elements of numeracy and key skills. It also includes work to extend the higher attaining pupils and work that is appropriate for lower attaining pupils. Art and geography are two departments where this happens. This helps to ensure that work is well matched to the attainment of the pupils and that higher attaining pupils achieve appropriately. A teacher of a Year 8 geography class used the very good planning of a lesson on deforestation extremely well. It included detective work in which pupils were presented with thumbnail sketches of possible murderers of Chico Mendez, a rubber tapper, and had to decide who was the most likely culprit. The work was well pitched to the learning needs of the pupils. As a result, higher attaining pupils made very good progress in their understanding of the effects of deforestation and presented their findings in a flowchart. Lower attainers also made very good progress as they worked in a group in which they discussed the work and so gained an understanding of conflicting needs of people.
15. There is inconsistency within and between departments in planning work to extend the understanding of the highest attainers. In some lessons, this is not included in the planning and the pupils sometimes finish quickly and mark time. The quality of subject guidance varies across the school. The best gives a clear indication of what pupils should have achieved at the end of the module of work and includes work for the lower and higher attaining pupils.
16. Literacy and numeracy are taught well by some departments. Teachers of design and technology and art use specialist language of the subjects and ensure that pupils learn key words which enables them to be precise when discussing their work. A Year 7 group making scones were introduced to the specialist vocabulary and the teacher ensured it was understood by asking them to use the words in sentences. In an art lesson, pupils who were planning a composition using their knowledge of the styles of different artists discussed words such as 'composition' and 'transcription'. A science teacher ensured that pupils understood terms such as 'solute', 'solvent', 'solution' and 'soluble'.
17. The quality of teaching has a significant impact on the standards that pupils attain.

**The very good relationships help pupils to have positive attitudes towards their work and behave well.**

18. Very good relationships are an intrinsic part of the Catholic ethos of the school. In the classroom, the quality of relationships ensures that pupils feel secure and they can try out their ideas without being mocked. As a result, pupils are able to learn from their mistakes and the mistakes of others. Pupils with special educational needs and the few for whom English is an additional language are supported well and have confidence to contribute to lessons.
19. Most pupils have very good attitudes towards their work and this contributes to their high achievement. Most pupils are eager to come to school. They often enjoy their work which was apparent in the enthusiastic 'thank you' when they finished a lesson that was motivating and enjoyable. This occurred in many lessons, one example being a very good French lesson dealing with buying an ice cream which was lively and enthusiastic and in which pupils took part with great energy. Pupils respond very well to adults and to one another. They are courteous, saying 'good morning' and 'good afternoon' when they meet an adult in the corridor, and they hold open doors for adults and for one another. They concentrate well in lessons and usually work hard. When they are asked to work in groups or pairs, they listen with interest to one another.
20. Behaviour is good overall and is often very good in lessons. This has a positive impact on pupils' work and concentration. The majority of pupils with special educational needs are positive about their work and usually behave well. There is a very small number of pupils who sometimes have difficulty controlling their behaviour, but the school has effective ways of helping them manage this through the use of a specialist member of staff who helps them to find ways of coping. When pupils are not challenged by their work, or if the pace of the lesson is slow, they can become bored and lose concentration. This usually takes the form of idle, quiet chatter. The school has used exclusions as a way of reminding pupils with behaviour that can be challenging of the need to behave appropriately, but this has become less frequent over the year.

### **Provision for social and moral development is very good.**

21. Provision for social and moral development is also an intrinsic part of the ethos of the school, and is taught through a well-planned programme of personal and social development. The school has clear expectations of pupils knowing right from wrong and pupils respond well to this. Staff provide good role models for both social and moral development. Many subjects contribute well to the provision for moral development. In geography and science, pupils are taught to be aware of environmental issues. In English, the reading of literature such as *Macbeth* and *An Inspector Calls* gives opportunities to discuss moral issues. Physical education provides opportunities for team work and attention to the need for fair play and in music, pupils who sing or play instruments know they must be aware of the performance of others if they are going to be successful in making music of high quality. This was observed in an assembly when pupils playing instruments accompanied the singing of a hymn.
22. Pupils are actively encouraged to take responsibility through a range of fundraising activities, questionnaires and mentoring by Year 10 of younger pupils. A particular strength is the training by the Church of Year 11 pupils to minister the Eucharist. The Year 11 pupils undertake this role with sensitivity and reverence. A School Council operates but many pupils are uncertain about its function. The thought for the week contributes to both social and moral development, the thoughts are to do with concern for others and feeling worthwhile. Most teachers offer opportunities for pupils to take work in groups and pairs.

## **WHAT COULD BE IMPROVED**

### **Gifted and talented pupils are identified carefully but there is inconsistency in using the information to plan for teaching within and between departments.**

23. The school is actively involved in a project to ensure that pupils who are exceptionally talented make the progress of which they are capable. Over the past five years, although the number of pupils gaining A and B grades at GCSE has been well above average, the number of A\* grades has varied and there have often been fewer than average. The exception is English literature where pupils have consistently gained more A\* grades than nationally. In 2000, pupils taking double science and Spanish attained more A\* grades than pupils nationally.
24. A register of pupils who are identified as gifted and talented has been compiled and 7.8 per cent of the school's population is on the register. Each department has identified the characteristics of gifted and talented pupils in their subject. These pupils are given additional opportunities to extend their learning, for example; pupils who have an aptitude for languages can study Italian after school and those with an aptitude for mathematics can study economics. Each teacher has the names of those who have been identified and, in some lessons, care is taken to ensure that these pupils are suitably challenged. Some staff lack the confidence in doing this and so the provision is patchy across the school.

### **As the school is aware, the use by departments of information from assessment is inconsistent.**

25. Assessment has been a focus for development this year and all departments are looking at ways to assess in their subjects and how to use the information to maintain and improve attainment. Information about the attainment of pupils is analysed carefully by the headteacher; the analysis looks at the performance of different groups of pupils, such as those from minority ethnic backgrounds, to see if all are achieving as highly as possible. The analysis is used to predict the levels that pupils should attain when they are fourteen and the grades at GCSE. This data has been given to all departments and the headteacher has discussed with each department how they can best use it. She has also met with each pupil in Years 10 and 11 and their parents and carers to set targets for their development, using the information. Each pupil was asked what they anticipated achieving at GCSE and this is being added to the database to give more information about achievement.
26. In English, assessment is used exceptionally well to guide and support pupils by setting them targets. Marking in English is also helpful as it gives guidance as to how pupils can improve their work and also lets pupils know at what level they are working. However, there is some inconsistency within the department. In art, assessment is developing well. Staff have identified how they will recognise when pupils have understood each unit of work and are setting targets towards achieving high grades in GCSE. In food technology, staff have looked at the statements that relate to the National Curriculum levels and broken them down so that pupils know when they have achieved success. Although there has been improvement this year because of the in-service training, the use of assessment is inconsistent and marking of pupils' work does not always give guidance as to how the work can be improved.

### **There are a number of health and safety problems that need tackling urgently.**

27. The school has difficulties with the maintenance of the building because of its size, design and age. There are a number of health and safety issues that need urgent attention. The staircases in one part of the building are open and have no fire doors. This problem is compounded by items being stored in stair wells which could quickly ignite. One fire escape corridor is blocked by equipment for physical education and in the science area, a fire door is kept locked. In a hall, the gallery is used as a storage area, which is not only a fire risk, but also is detrimental to the ethos of the building.

28. The windows on the upper floors have in the past been fitted with safety catches but these no longer work and the windows open wide. They are easily accessible to the pupils, some of whom were observed sitting on the window ledges when staff were not present or leaning out and looking at the view. Many of the windows do not have safety glass and so present a hazard to staff and to pupils. The edges of covering on stairs are lifting which presents a safety risk, especially when staff are carrying heavy equipment such as televisions and audio equipment from room to room.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

29. In order to maintain and further improve attainment, the headteacher, senior managers, governors and staff should:
- (1) Consistently implement the programme for the gifted and talented pupils by ensuring that the highest attaining pupils are given work that challenges them;
  - (2) Continue with in-service training on using the information from assessment to plan for teaching so that all groups of pupils achieve as highly as possible and ensure that written marking gives adequate guidance to pupils as to how they might improve their work;
  - (3) Give urgent attention to tackling the health and safety issues regarding windows, fire regulations and the maintenance of the building.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	34	21	34	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	593	N/a
Number of full-time pupils known to be eligible for free school meals	144	N/a

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	13	N/a
Number of pupils on the school's special educational needs register	38	N/a

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	9.0
National comparative data	7.7

#### Unauthorised absence

	%
School data	0.1
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	0	118	118

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	99	81	71
	Total	99	81	71
Percentage of pupils at NC level 5 or above	School	84 (85)	69 (73)	60 (61)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	54 (50)	42 (39)	29 (28)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	79	80	66
	Total	79	80	66
Percentage of pupils at NC level 5 or above	School	67 (74)	68 (74)	56 (65)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	37 (44)	43 (42)	32 (36)
	National	31 (31)	39 (37)	29 (28)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	0	113	113

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	76	111	112
	Total	76	111	112
Percentage of pupils achieving the standard specified	School	67 (72)	98 (95)	99 (98)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	48 (46.9)
	National	38.4 (38)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	N/a
	National		N/a

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	62
Black – African heritage	78
Black – other	3
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	4
White	377
Any other minority ethnic group	65

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	40
Number of pupils per qualified teacher	14

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	7
Total aggregate hours worked per week	103.5

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	72.6
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#### **Average teaching group size Y7 – Y11**

Key Stage 3	21.8
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### ***Financial information***

Financial year	2000/2001
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	£
Total income	1,902,498
Total expenditure	1,773,661
Expenditure per pupil	2990
Balance brought forward from previous year	-60,020
Balance carried forward to next year	68,817

Key Stage 4	19.9
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## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	593
Number of questionnaires returned	195

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	38	6	4	1
My child is making good progress in school.	54	41	3	0	3
Behaviour in the school is good.	53	35	4	2	6
My child gets the right amount of work to do at home.	38	43	13	3	3
The teaching is good.	48	44	3	0	5
I am kept well informed about how my child is getting on.	26	49	15	7	3
I would feel comfortable about approaching the school with questions or a problem.	52	36	8	2	3
The school expects my child to work hard and achieve his or her best.	73	23	2	0	3
The school works closely with parents.	25	48	15	4	8
The school is well led and managed.	47	39	4	1	9
The school is helping my child become mature and responsible.	53	38	4	1	4
The school provides an interesting range of activities outside lessons.	21	36	18	11	13