

INSPECTION REPORT

ST THOMAS MORE RC SCHOOL
Chelsea, LONDON

LEA area : Royal Borough of Kensington & Chelsea

Unique Reference Number : 100502

Headteacher : Miss J Burn

Reporting inspector : Peter Matthews

Dates of inspection : 6 –10 December 1999

Under OFSTED contract number: 707929

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school : Comprehensive

Type of control : Voluntary Aided

Age range of pupils : 11 - 16

Gender of pupils : Mixed

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Appropriate authority : Board of Governors at the school

Name of chair of governors : Canon Vincent Berry

Date of previous inspection : 7 – 11 October 1996

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Team members	Subject responsibilities	Aspect responsibilities
Peter Matthews, Registered Inspector		Attitudes, behaviour & personal development Pupils' spiritual, moral, social & cultural development Leadership and management Efficiency of the school Equal opportunities
Jane Alexander, Lay Inspector		Attendance Support, guidance & pupils' welfare Partnership with parents & the community
Mike Short, core team	Modern foreign languages	Teaching Curriculum & assessment
John Burden, core team	Geography	Attainment and progress Staffing, accommodation & learning resources.
Stuart Powell	Design and technology Art	
Gillian Cawley	English	
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MAIN FINDINGS

What the school does well

The leadership and vision of the headteacher is excellent.

- Pupils achieve well in comparison with pupils in similar schools.
- Pupils' behaviour, relationships, attendance and punctuality are very good, as is the school's provision for promoting these characteristics.
- The school's provision for spiritual and social development is excellent; for moral development it is very good.
- The school's ethos, promoting faith and achievement, is very good.
- There is a high level of good and very good teaching.

Where the school has weaknesses

- I. Standards, and some teaching, in mathematics are unsatisfactory.
- II. The school makes insufficient use of the data on pupils' attainment and progress available to it.
- III. Some aspects of the school's line management and monitoring procedures need strengthening and developing.
- IV. Provision for ICT, especially in KS4, needs to be improved, so as to raise standards.
- V. Governors need to be more strategic and to hold the school more rigorously accountable for its standards.

The school's very considerable strengths significantly outweigh its weaknesses.

The weaknesses will form the basis of the governors' action plan which will be sent to all parents or carers of pupils at the school.

How the school has improved since the last inspection

Since the last inspection, three years ago, the school has made significant improvement with respect to standards in geography and music, standards of attainment in relation to similar schools, arrangements for professional development of all staff, assessment procedures, financial arrangements, including the costing of the school development plan, and the provision for physical education. The attainment of boys has improved at a steady rate in Key Stage 4 and in both mathematics and science in Key Stage 3. It has not made sufficient progress with respect to standards in mathematics or the use of data on pupils, although its new tracking system is innovative and an important step forward. The school has the capacity to make good progress in sustaining and improving standards; a new senior teacher has been appointed recently with responsibility for mathematics and ICT.

Standards in Subjects

The following table shows standards achieved by 14 and 16 year olds in national tests and in GCSE examinations in 1999.

Performance in:	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
Key Stage 3	C	B		
GCSE examinations	D	B		

The attainment of pupils on entry to the school has improved over recent years. Overall, attainment is in

line with national expectations especially in Key Stage 3. In 1999 standards in English and Science were above national averages at the end of Key Stage 3 and well above average in comparison to similar schools. Standards in mathematics were below national averages but in line with results in similar schools. In other subjects at the end of Key Stage 3, attainment was usually in line with national expectations but above them in art and modern foreign languages and below in geography and IT. These standards were confirmed by first hand evidence.

GCSE results were lower in 1999 with a year group whose prior attainment was also lower than previous or subsequent years. The percentage of pupils gaining 5+ A*-C grades (41%) was below national averages but well above the average for similar schools. Results in modern foreign languages have been consistently above average in recent years as have those in art. Results in geography are improving. These standards were confirmed by first hand evidence.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Satisfactory	Art, geography, modern foreign languages, PE	Mathematics, science
Years 10-11	Good	Art, English, geography, modern foreign languages, music	Mathematics, science
English	Good		
Mathematics	Unsatisfactory		

The amount of teaching judged to be satisfactory or better has risen at Key Stage 4 and been maintained at Key Stage 3. Overall 94% of teaching was satisfactory or better with 57% and 65% good or very good in Key Stages 3 and 4 respectively – a significant improvement. In almost all subjects teachers use their secure subject knowledge to set appropriate challenges to pupils. Pupil management is often good or very good, based upon positive partnerships. Homework is well used to improve pupils' standards. Most teachers use time and resources to good effect. In particular, the quality of teaching in geography and music has significantly improved; this is not the case in mathematics.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good. Pupils' behaviour in, and outside, lessons is impressive. Those who present behavioural difficulties are well supported.
Attendance	Very good. Attendance is above national averages. Unauthorised attendance is low. The school works very hard to promote good attendance and punctuality.
Ethos*	Very good. The school successfully promotes good attitudes to work, very good relationships and a real commitment to high standards within its faith community. Pupils have very good attitudes to lessons. Their pride in the presentation of their work is noteworthy.
Leadership and management	Good. The headteacher provides excellent leadership. Other managers are fully supportive of the school's aims and are effective. Line management arrangements and the use of data need strengthening and developing. The strategic work of governors and their role in holding the school accountable for its standards needs improving.
Curriculum	Satisfactory. Whilst pupils have access to a full range of appropriate courses whatever their abilities, provision for PE off site and drama in Key Stage 3 needs to be reviewed. Provision for ICT, especially in Key Stage 4, needs significant improvement.
Pupils with special educational needs	Very good support is provided by specialist teachers. Good progress is made in Key Stage 4 and satisfactory in Key Stage 3. Individual Education Plans are very good.

Spiritual, moral, social & cultural development	Provision for spiritual and social development is excellent; that for moral is very good and cultural good.
Staffing, resources and accommodation	Satisfactory. Staff are well qualified. Resources are used appropriately. Despite new accommodation there are still deficiencies in provision especially in music and design technology.
Value for money	The school gives good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' view of the school

What most parents like about the school	What some parents are not happy about
VI. They can approach the school easily. VII. They are encouraged to play an active part in their children's progress and the life of the school. VIII. They are well informed about what is taught. IX. Standards of pupils' work. X. The school's ethos, values and attitudes. XI. The amount and quality of homework	No issues were raised by parents through the questionnaire, in writing, or at the remarkably affirmative parents' evening.

Inspectors endorse all the very positive views parents have about the school.

KEY ISSUES FOR ACTION

In order to sustain and further improve attainment the governors and school should:

- 1.* Raise the standards of attainment in mathematics (and hence numeracy) by:
 - Continuing to develop and refine the Schemes of Work;
 - Developing assessment to inform planning;
 - Developing teachers' lesson planning and delivery;
 - Ensuring the school's appropriate action plan is rigorously monitored.
 (Paragraphs 10, 29, 127, 128, 129)

- 2.* Developing the school's increasing use and analysis of all forms of data related to attainment so as to:
 - Set targets for progress in Key Stage 3 based upon a more detailed analysis of Key Stage 2 data;
 - Build progress towards these targets into the progress section of the very good tracking system and link routine marking to them;
 - Analyse results at Key Stage 3 and Key Stage 4 by reference to statistically significant internal comparison between subjects and sets;
 - Be able to measure progress between key stages for individuals, groups and cohorts more accurately and thus evaluate the value the school has added for itself;
 - Strengthen the statistical basis for the setting of individual, group and cohort targets, communicating them to individual pupils and their parents when appropriate and reporting progress towards them;
 (Paragraphs 45, 71)

3. Implementing as soon as practicable the intended refinements to the line management system so that:
 - Routine monitoring of lessons by Heads of department is formalised and recorded;
 - Heads of department are supported and held accountable with respect to the standards their departments achieve and the progress made towards targets, including those within their development plans.

(Paragraphs 72, 73, 74)

- 4.* Promote higher attainment in ICT throughout the school and meet statutory requirements by:
- Mapping more consistently pupils' current and future experiences and progress across the whole curriculum to ensure all pupils receive their entitlement to an appropriate IT curriculum;
 - Taking early advantage of national training for all teachers in ICT;
 - Ensuring that levels awarded at the end of Key Stage 3 are accurate.
- (Paragraphs 14, 167, 169, 171)
- 5.* Build upon the structural improvements to the governing body so that with appropriate professional leadership and support, together with training, it can:
- Be regularly and fully included at an early stage in setting priorities for the school development plan;
 - Hold the school more rigorously accountable for the standards of education it achieves through the appropriate committees' greater understanding, analysis and use of the relevant data.
- (Paragraphs 69)
- * Indicates that the school has included this area in its current school development plan.

INTRODUCTION

Characteristics of the school

1. St Thomas More is a voluntary aided mixed Roman Catholic comprehensive school for pupils aged 11-16 situated in Chelsea, close to Sloane Square. The school is in the trusteeship of the Arch diocese of Westminster. Since the last inspection the school has settled on to one site. There were 621 pupils on roll at the time of the inspection 338 of whom were boys and 283 girls. The school is smaller than average but has a very high number of pupils for whom English is an additional language (48%) and well above the national average of pupils entitled to free school meals (29%). 132 pupils are on the register of special educational needs of whom 23 have statements of special educational needs; both these figures are above the average.

2. Pupils who attend the school originate from over 40 countries and speak between them 34 languages in addition to English. Pupils transfer to the school from early 50 primary schools situated across much of the London area. Many have long and complicated journeys to make usually by public transport. The socio-economic background of the majority of pupils is below average.

3. The mission of St Thomas More is to develop as a community of faith – a community in which the teaching of Jesus Christ is the foundation of all that we undertake. This will be evidenced through the example given by staff, through the delivery of the pastoral and academic curriculum and through the expectation that pupils will strive for excellence. In order to further these expectations the whole school priorities for 1999-2000 within the School Development Plan are as follows:

- Ensuring progression from Key Stage 2 to Key Stage 3.
- Raising achievement:
 - improved quality of teaching and learning
 - identification of gifted and talented pupils, ensure the offer of a challenging and enriched curriculum
 - plan for implementation of National Literacy strategies across Key Stage 3
 - improved standards of numeracy across the curriculum
 - extension of target setting whole school, department/year, individual pupils
 - involvement of parents in supporting pupil achievement
- Quality of leadership and management:
 - monitoring and evaluating annual appraisal and staff development programme
- Improving provision and delivery of ICT across the curriculum.
- Promoting effective behaviour management strategies.
- Preparing for celebrating the Millennium/Holy Year 2000.
- Ensuring effective management of resources:
 - Financial
 - Premises

4. Key Indicators

Attainment at Key Stage 3¹

Number of registered pupils in final year of Key Stage 3
for latest reporting year:

Year	Boys	Girls	Total
1999	68	52	120

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	39	38	44
	Girls	36	24	29
	Total	75	62	73
Percentage at NC Level 5 or above	School	62 (66)	53 (47)	61 (48)
	National	63 (65)	62 (60)	55 (56)
Percentage at NC Level 6 or above	School	15 (25)	27 (20)	24 (18)
	National	27 (35)	37 (36)	24 (27)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	40	40	45
	Girls	37	24	32
	Total	77	64	77
Percentage at NC Level 5 or above	School	67 (64)	53 (53)	64 (45)
	National	61 (62)	64 (64)	61 (62)
Percentage at NC Level 6 or above	School	33 (25)	27 (18)	26 (14)
	National	30 (31)	37 (37)	30 (31)

1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 4²

Number of 15 year olds on roll in January of the latest reporting year:

Year	Boys	Girls	Total
1999	76	45	121

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	31	71	73
	Girls	18	41	41
	Total	49	112	114
Percentage achieving standard specified	School	41 (46)	93 (91)	95 (95)
	National	45 (44.6)	89 (89.8)	94 (95.2)

Number studying for approved vocational qualifications or

units and percentage of *such pupils* who achieved all those they studied:

	Number	% Success rate
School	68	71
National		n/a

2

Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	7.3
	National comparative data	8.2
Unauthorised Absence	School	0.2
	National comparative data	1.2

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	11
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	24.3
Satisfactory or better	93.7
Less than satisfactory	6.3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. In the school as a whole, attainment is broadly in line with national expectations, although it is better at Key Stage 3. The overall attainment of pupils on entry is below national expectations as measured by the end of Key Stage 2 tests. The school is trying to attract a better balance of abilities in its intake through pre-admission testing. This policy is having some positive effects and higher standards of attainment were observed by inspectors in many Key Stage 3 lessons.

6. In 1999 Key Stage 3 tests, pupils' attainment was around national averages in the core subjects but above average when compared with schools with pupils with similar backgrounds. Their attainment was above national averages in science, broadly in line in English and below national averages in mathematics. In comparison to similar schools, attainment was well above average for English and science and in line with expectation in mathematics. Overall this was an improvement on 1998. Over the period from 1996 to 1998 there has been little fluctuation in the results for English and mathematics but science results have improved. Since 1997, boys have attained better results than girls in the core subjects overall. The school's improving performance at Key Stage 3 is broadly in line with national trends.

7. In the teacher assessments at Key Stage 3 for foundation subjects in 1999, pupils achieved above national expectations in modern foreign languages and design technology; around national expectations in history; below national expectations in geography and well below in IT. Since 1997, based on LEA data, pupils have achieved consistently above national expectations in modern foreign languages; around national expectations in design technology and history; below national expectations in geography (although there has been a steady improvement) and well below in IT.

8. In art the majority of pupils are working above national expectations and in PE the majority of pupils are working in line with national expectations. In music, based on observations in lessons, attainment is also in line with national expectations which is an improvement from the last inspection when standards were below those expected.

9. GCSE results in 1999 declined from those of 1998 and were below those at the last inspection in 1996 when results has risen significantly over the previous years. Despite this, the underlying trend is upwards and the school forecasts results to rise steadily over the next two years, based on Key Stage tests and other assessment data. The proportion of pupils achieving A*-C grades in at least five subjects was 41 % in 1999, which is below the national average, but still well above average for similar schools. The prior attainment of this year group, judged by the end of Key Stage 3 tests, and cognitive ability tests, was lower than previous or subsequent years. In particular, the group contained relatively few higher-attaining girls and was dominated by boys who formed 63% of the cohort. The average for the previous three years is close to national averages. The proportion of pupils achieving A*-G grades in at least five subjects was 93% in 1999 which was an improvement on 1998, below national averages, but close to the average for similar schools. Between 1996 and 1998 the improvement in GCSE results in terms of average point scores per pupil has been faster than the national trend. In terms of point scores for the same period, the performance of boys has been close to the national average whilst girls' results and overall pupils' results have been above national averages. The school is in the process of improving its system of measuring progress and setting appropriate targets during Key Stage 4. Currently pupils from ethnic minority backgrounds perform at least as well as other pupils in both Key Stages. Levels of attainment for boys have risen steadily in Key Stage 4 and improved in mathematics and science in Key Stage 3.

10. There are some considerable variations in GCSE results. Based on subject performance indicators for 1998 published by Ofsted, pupils performed significantly better in French, Spanish and art compared to other subjects and significantly worse in mathematics, geography and design and technology. In 1999, GCSE results in English were slightly above national averages but well above average for similar schools. English language results have improved

steadily since 1997 while results in English Literature have fallen in 1999 and are currently below national averages. In mathematics GCSE results have been consistently well below national averages since the last inspection and are below average for similar schools. Science results dropped in 1999, having been above or around national averages in previous years, but the results are still well above average for similar schools. Results in modern foreign languages have been consistently above national averages and in 1999 results in French were outstanding with 81% achieving grades A*-C. In 1999 design and technology results were lower than last year and are well below national averages. Geography results have improved rapidly over the last three years and were around national average in 1999. Although History results have declined over the same period they are still above national averages. Results in art in the last two years have been exceptional with over 80% of pupils achieving A*-C grades. Results in drama have fallen significantly since the last inspection when they were well above average. Results in vocational courses are satisfactory.

11. Lesson observation and review of pupils' work confirmed the levels of attainment described above. This first hand direct evidence also confirmed that the level of ability of the pupils is increasing in the earlier years although there are still variations between year groups.

12. The school has adopted strategies to improve pupils' literacy. Subjects other than English vary in the extent to which literacy is developed. Most pupils speak confidently and are able to express their ideas articulately to each other and to adults. They respond well in question and answer sessions, but not many opportunities are created for them to speak at length, for example through debate or role play. Listening skills are highly developed and pupils listened actively in lessons. Listening skills are also well developed in music. Evidence from the scrutiny of work indicates that writing is often fluent and substantial in most subjects. The most able pupils can write with an awareness of audience, purpose and form and at an appropriate length. In history and geography, a wide variety of text and styles of writing are used to develop and express understanding. However, writing models to guide pupils are seldom used, other than for supporting pupils with special educational needs. Key words are used and tested in science, history and geography. Standards of presentation are very good. Attainment in reading is sound and pupils are able to identify key elements of texts showing sound comprehension skills. Reading for pleasure is encouraged and the library promotes this effectively. Pupils read aloud competently, although there is some lack of fluency even among more able pupils. Research skills are satisfactory and well used in history and geography. A successful summer school was organised in 1999 staffed by members of the English department. Overall literacy skills are sound.

13. The school has recently developed a useful document outlining the ways in which numeracy across subject areas can enhance pupils' access to the curriculum. The mathematics department regularly tests pupils' numeracy skills in years 7 and 8 and awards certificates to recognise achievement. In mathematics lessons, pupils do not regularly practice or refine mental mathematics strategies and many resort to slow procedures to solve problems. In music, pupils have to count and perform mental calculations effectively to perform multi-layered rhythmic African music. Across the curriculum, and particularly in science, numeracy skills are not as well used or developed as might be expected. However, in geography at Key Stage 4, pupils are able to draw and interpret graphs and statistical information to an appropriate level. During GNVQ business studies lessons, pupils interpret financial statistics and work out profit and loss. Despite these good examples, overall standards in numeracy are unsatisfactory.

14. Attainment in IT is well below the national average at the end of Key Stage 3 and it is unsatisfactory at Key Stage 4. IT lessons are now timetabled for all pupils in year 7 and half the pupils in year 9. Attainment was sound in these lessons where pupils have opportunities to use IT for communicating and handling information. There are opportunities to experience other aspects of control in design and technology. Attainment in measuring is unsatisfactory. There are some opportunities to use computers in other subjects but opportunities have not been systematically analysed and pupils' experiences vary. In Key Stage 4, the school has adopted a cross-curricular approach to IT. There is no examination course in IT and no overall school assessment. In lessons observed attainment was variable. In GCSE and GNVQ attainment in some aspects was satisfactory, for example word processing, but needed to be developed further in information handling. Other opportunities were observed to develop IT skills, for example in geography and in the library by using CD ROMs for research. Attainment overall is hindered by an uncoordinated approach at Key Stage 4 and it is not possible to plan for continuity and progression. Standards of attainment in IT are unsatisfactory.

15. At the last inspection in 1996, a key issue was that attainment in mathematics, geography and music at Key Stage 3 were unsatisfactory. Since then standards in mathematics remain unsatisfactory, although they have improved in Key Stage 3 tests, but standards in geography have improved significantly, particularly at Key Stage 4 and standards of attainment in music are now satisfactory.

16. The progress made by pupils is satisfactory or better in 93% of lessons observed. It was good or better in 54% and very good or excellent in 14 % of lessons. Progress was marginally better at Key Stage 4, a pattern which is reflected in differences in the quality of teaching between the two key stages. Within Key Stage 3, progress was best in year 7 and worst in year 9. In Key Stage 4, progress was better in year 10. This level of progress generally matches the progress identified in the work scrutiny. Overall this high level of progress is related to the good quality of teaching observed in the school. The best progress was observed in art, history and music in both key stages together with modern foreign languages and geography at Key Stage 4. Most of the unsatisfactory progress in lessons was observed in mathematics where, in several lessons, the level of work was not matched accurately to the pupils' stage of learning. Progress was also judged to be unsatisfactory in IT at both key stages and design and technology at Key Stage 4. Overall, the best progress was made in lessons where teaching and the tasks set were stimulating, active and challenging. Pupils' positive attitudes to learning, their good behaviour and relationships in lessons are also key factors in the good progress being made across the curriculum.

17. Pupils with special educational needs and English as an additional language make at least satisfactory progress in all subjects and good progress overall in history, geography, art, PE and modern foreign languages. Progress is best in those lessons where support teachers are present and make an active contribution to the whole lesson. However, in most subject areas, teachers match work closely to the needs of these pupils due to their knowledge of the pupils obtained through the very clear, detailed and helpful individual education plans written by the learning support department. These pupils make good progress towards examinations in Key Stage 4.

18. The school also identifies gifted and exceptionally talented pupils. Currently their progress is satisfactory overall and good in art, modern foreign languages and music.

Attitudes, behaviour and personal development

19. Pupils' attitudes to work were observed to be good in the vast majority of lessons, and very good or excellent in one third of lessons. Almost all pupils are involved in their learning, apply themselves diligently under the direction of their teacher, maintain concentration and interest even in sound but unexciting lessons, ask and answer questions willingly and join in small or paired discussions. In the small minority of unsatisfactory lessons concentration was less well sustained. When pupils were given the opportunity to work independently many took up the challenge with enthusiasm but more opportunities are needed for pupils to develop independent approaches to learning and investigatory work appropriate to their age and understanding. Pupils take an unusually high level of pride in their presentation of work across all subjects – a most notable feature of this inspection.

Examples of pupils' very good attitudes to their studies drawn from first hand evidence are:

- Pupils worked together very well, supported each other and stayed on task for the whole lesson. Good behaviour. Mature attitudes. A few pupils found the work difficult – they persevered and managed to complete their work. They asked questions, for clarification, of their teacher. (Science Year 11 low set.)
- Pupils are on time, enter the class maturely and calmly. They listen carefully to the teacher and then work well independently and in groups. Good use of glossaries to check individual words. Very good concentration. (Modern foreign languages Year 10 middle set.)
- Well behaved, committed to succeeding. Responded well to questions. Competent and professional responses. Pride in their work. Good use of "organisers". Concentrated and persevered throughout. (Geography Year 9.)

20. Pupil's behaviour in lessons and around the school is very good. Pupils respond very positively to the school's ethos, based upon catholicism, and treat each other and their teachers with respect. Pupils demonstrate

courtesy to all within the school's community and to visitors. They are very proud of their school, value its calmness and opportunities, and demonstrate pleasure in attending this school. Parents affirm the high standard of pupil behaviour, their understanding of the school's rewards and sanctions (well understood too, by pupils) and the high quality of relationships within the school.

21. This high quality of pupils' behaviour, relationships and personal development enables them to display a noticeable maturity in the way they talk about themselves, their aspirations, their sense of solidarity in their ethos, their relationships with each other, and their relationships with teachers. Many older pupils are very reflective and realistic about their personal goals and the part they play within their school community.

22. Property is generally treated with respect. There is a noticeable absence of graffiti, litter, or damage to displays. The disposal of chewing gum is, however, less impressive.

23. The school's clear code of behaviour, rewards and sanctions is followed through meticulously and pupils value the publicity given, for example, to form attendance figures. The number of exclusions has fallen very considerably since the last inspection – there were no permanent exclusions in the last year and the number of fixed term exclusions has also fallen significantly. In each case such exclusions were justified and well handled.

24. Pupils are able to take initiative within the school to a greater extent outside the classroom than in it. Prefects work well together on duty and encounter few difficulties in their work. Pupils enthusiastically take forward charitable activities, volunteer for library duties, and are knowledgeable about the work of the school council.

25. This very affirmative picture, which sustains and develops the judgements made in the last report, is all the more creditable given the difficult behaviour and attitudinal record of a significant minority of pupils on entry to the school. The success the school has achieved in improving attitudes and behaviour for these pupils is a tribute to the school's ethos. The work and effort of all teachers, especially those with pastoral responsibilities, is characterised by the calmness and respect with which any incidents are dealt with in accordance with the school's procedures. The school's commitment to the principle of condemning bad behaviour but not, crucially, the perpetrator, was also evident. The school's support systems enable pupils to grow in maturity and to act in ways which enhance the school's social cohesiveness. The school has maintained and often enhanced these aspects of its work since the last inspection.

Attendance

26. Attendance has improved since the last inspection. It is now very good and above national averages. Attendance figures for the current term confirm those reported in the summer. Attendance is even across year groups and unauthorised attendance is low. Despite some long distance, difficult journeys which rely on public transport, most pupils are punctual to school. Pupils arrive for their lessons on time. The high levels of pupil attendance are having a positive effect on pupils' attitudes and attainment.

Teaching

27. The previous inspection judged 92% of lessons at Key Stage 3 to be at least sound, with 47% good or very good. At Key Stage 4, 88% were at least sound, with 52% good or very good. Some good teaching was observed in all subjects, involving a significant proportion of teachers. In this inspection, 94% of lessons at Key Stage 3 were judged as sound or better and 95% at Key Stage 4 as sound or better. Equally, at Key Stage 3, the percentage of good or very good teaching is now 57% and 65% at Key Stage 4. This is a significant improvement in the quality of teaching.
28. All teachers at both key stages have secure subject knowledge. At Key Stage 3 in PE, geography, art, DT, and music it is very good. At Key Stage 4, it is very good in history, DT, modern foreign languages and music. It is excellent in geography and art.
29. Only in mathematics are expectations of pupils unsatisfactory. Overall, expectations of pupils are higher in Key Stage 4 than Key Stage 3. Planning for teaching ranges from sound to excellent in all subject areas in both key stages, with the exception of mathematics where it is unsatisfactory in both key stages.
30. In most subject areas and in both key stages, teachers use a range of methods and organisation. This is particularly evident in modern foreign languages where there is a weekly carousel lesson, which encourages pupils to work in groups and independently. Also, in PE, pupils are encouraged to work in a variety of ability groups.
31. In both key stages and across the curriculum, pupil management is at least sound and often good or very good. Only in mathematics is the use of time and resources less than satisfactory. In art in both key stages it is excellent.
32. The quality of day to day assessment to inform lesson planning is uneven and still an area for development. On the other hand, the use of homework to consolidate and extend lesson delivery is at least sound in all areas. In many subjects, for example in English, science, music and modern foreign languages, it is good. In art it is very good.
33. One notable feature of virtually all lessons is the positive relationships that teachers form with pupils. This very sound basis enables effective teaching to take place in most lessons.
34. The last inspection noted that another positive feature was the effective and properly targeted support given to pupils with SEN and EAL pupils. This is still the case and is having a significant impact on the attainment of these pupils.
35. Improvement has been made in the quality of teaching in geography and music. Both of these areas were criticised at the last inspection. There has not, however, been any real or sustained improvement in the quality of mathematics teaching since the last report. There is also some unsatisfactory teaching in science. Examples of high quality teaching taken from notes of first hand evidence are:
- Very energetic; sharp, incisive questions. Attention held; all on task. Very good use of humour and praise. Very challenging questions and tasks. Checked pupils' reading for understanding. Very well differentiated materials (especially for EAL pupils). Vocabulary checked. Worked very well with support teacher. Very good use of targets for pupils. (Geography Year 9.)
 - Clarity of objectives, tasks, pace, instructions excellent, for example "Any view is fine but give me reasons". Wonderful humour within perfect class control. Wide range of strategies to link activities with main theme – teasing and bullying – ensuring lots of answers and total involvement. First-class use of theatrical moments and role play. Lesson evaluated by question and answer at the end. Good homework set which demanded parental involvement.
(PSHE Year 7.)

- Organisation of classroom facilitated discussion very well. Very good use of praise. Teacher knowledge of text very good – questioning technique is very effective involving wide range of pupils and encouraging answers beyond the superficial. Activities promote pupil confidence. (English Year 11 top set.)

36. Unsatisfactory teaching is characterised by a narrow range of methodology and a lack of pace in science and mathematics. Much sound teaching would have been good with more detailed planning, a greater variety of pace, and more opportunities for pupils to take greater independent responsibility for their own investigations, research and learning.

37. The school has begun work on meeting the needs of the more able as well as the less able pupil. There is evidence of this having an effect on teaching in art and music. In modern foreign languages, there is a Year 9 set containing twenty high attaining pupils. The vast majority of these pupils have already reached levels of attainment beyond their calendar age.

§ **The curriculum and assessment**

38. The school has responded positively to criticisms at the last inspection and made sound progress on many of them. At Key Stage 3, the curriculum is broad and balanced and statutory requirements are being met. This is also the case in Key Stage 4, with the exception of IT which does not meet statutory requirements.

39. The school needs to review the effects of its provision for an additional period of PE in Key Stage 4 in tandem with an unsettled mathematics lesson on a rota basis. Whilst this allows pupils time to travel to off-site playing fields, the progress made in the mathematics lesson is insufficient. Equally the school should evaluate its provision for drama in Year 9 which operates on a carousel basis with a course on World Religions to assure itself that this is the best way of providing a sound basis for those pupils who wish to take drama in Key Stage 4.

40. The last inspection criticised the option system as having a limiting effect and not being satisfactory. The school has responded positively to this and the option system now gives pupils an appropriately wide range of options at Key Stage 4 with a guided choice. The provision for pupils with SEN is very good. Individual education plans are very informative. Departments make effective use of them in their planning and lesson delivery.

41. The range of cross-curricular provision is wide. There have been joint art and modern foreign languages trips; history trips; retreats; art club and DT club. A range of non-competitive and competitive extra curricular sporting activities is offered by the school and enthusiastically supported by pupils.

42. The school has a comprehensive PSHE policy and associated schemes of work. Whilst some teachers creatively adapt this programme to follow their and the pupils' interests, for example by extending the amount of time spent studying disabilities in one Year 11 group, the school needs to ensure that such decisions do not impact on the overall coverage of the syllabus.

43. There is a range of courses within Key Stage 4 to enable pupils of all abilities to receive accreditation appropriate to their abilities. For example, the RSA courses in French and Spanish for Year 10 pupils and Year 10 short course for RE. There is also a small group of pupils in Year 11 who are following a restricted timetable in order to concentrate on success in a smaller than usual number of examinations together with valuable weekly work experience. Some pupils follow a vocational course as a part of their studies to good effect.

44. Since the last inspection, some improvement has been made in assessment procedures. The last inspection judged that the school should “ensure that, where necessary, departments implement in full the procedures and practice described in the assessment handbook, particularly in the areas of target-setting and pupil self-assessment, and improve the use of assessment to inform future lesson planning”. The school now has a very comprehensive assessment handbook covering: baseline assessment; formative assessment; pupil self-assessment; target-setting and an entry policy for public examinations. Across the curriculum and in both key stages, the use of day to day assessment to inform planning ranges from sound to very good, with the exceptions of mathematics and science where it is unsatisfactory. In art in both key stages, it is very good.

45. The school has developed a good method of obtaining information from its very many feeder schools to inform setting arrangements in Key Stage 3. It has worked hard to obtain full information from all these schools but, through no fault of its own, data of prior attainment is absent for around one quarter of the older cohorts either because pupils have recently arrived in the country or because some schools fail to provide crucial information. Parents, in particular, appreciate the tracking processes that the school has introduced since the last inspection. This system which regularly informs pupils and parents of the effort, progress and quality of homework achieved by pupils is innovative and effective. Parents reported that it had enhanced their understanding of what their children were achieving and of how they could help them. However, there is now a need to link this data with national curriculum levels of attainment at Key Stage 3 so as to be able to set more meaningful and effective targets for pupils. In a number of areas, for example in modern foreign languages, targets set for pupils need to be more focused to enable pupils to make more progress. The school makes use of the information provided by the local authority on the standards achieved by different ethnic groups and those with English as an additional language. However, the school has yet to use all the data at its disposal to quantify individual and year group progress in relation to National Curriculum levels in Key Stage 3. This is a key issue for development. The school makes effective use of the data from the end of Key Stage 3 tests to inform the targets set for departments and the school in Key Stage 4.

Pupils' spiritual, moral, social and cultural development

46. The overall quality of the school's provision for pupil's spiritual, moral, social and cultural development is very good. The school's mission statement appropriately places the strengthening of pupils' faith and understanding of spirituality as its first key objective. In order to secure this objective the school provides excellent assemblies which afford opportunities for personal reflection, prayer and participation which are taken by all pupils. Similar opportunities are provided in daily acts of collective worship led by form-tutors. Very good and consistent opportunities for pupils to lead prayers and reflections are provided.

47. The provision for spiritual development extends broadly across the curriculum and is particularly evident in art, English and music, where the relation, and frequent use, of curriculum materials to the pupils' growing understanding of themselves (and of others) provides overt examples of the spiritual value of aesthetic experiences.

48. The PSHE programme emphasises the opportunities provided for spiritual growth. In one observed Year 10 lesson, the topic of discussion was 'relationships'. Pupils were enabled not only to reflect on the differences between their relationships with, for example God and boy and girl friends (their suggestion) but were also able to articulate, after personal reflection, their individual strengths and weaknesses in forming relationships. Their self-knowledge and openness was sensitively facilitated by the teacher concerned. The provision for spiritual development is excellent.

49. The school's ethos is based upon a strong moral code which is very tangible in the interaction between pupils and between pupils and teachers. The school overtly teaches the difference between 'right' and 'wrong', and pupils are able to articulate their role within the school's moral code. The PSHE programme together with assemblies and curriculum areas such as geography, tackle social issues which have moral dimensions very well. The provision for moral development is very good.

50. The provision for social development is excellent. Through the provision for spiritual and moral development as a firm basis for social interaction and growth, the school provides a context in which individuals see others as of equal worth and thus respect each others' differences. The school emphasises the importance of the quality of relationships at every opportunity in its corporate activities and provides high quality support to those pupils who find social interaction difficult or who are likely to act in antisocial ways. Pupils are given a variety of opportunities to take on responsibility in the running of the school, such as an extensive prefect system in Year 11 with major opportunities for Year 10 to learn the skills of pupil management. The School Council is an effective body. In a wide variety of subjects, especially PE, opportunities are provided for more able pupils to work particularly with less talented pupils. Pupils work together with ease in lessons throughout the curriculum, even when there is a strong gender imbalance in a particular class. The school insists that social development is strong

outside the classroom, for example in the dining halls.

51. The school's provision for cultural development has improved since the last inspection and is now good. The school embraces a very large number of ethnic backgrounds and languages. The many Portuguese and Spanish speakers are affirmed by displays and opportunities are provided, with the help of embassies, for specific language classes after school which are highly successful. Inspectors observed that the school's ethos ensures that all races interact well with each other in and beyond the classroom. The school's strong faith basis is crucial in promoting this impressive racial harmony. Opportunities are taken to refer appropriately to, and to gain from, non-European cultures in, for example, music and all pupils are given a basic understanding of world religions in Year 9. Parents reported that a multi-cultural event in which they were involved with pupils, was very successful. Another event is planned for the year 2000. Pupils' cultural awareness is enhanced by visits to museums, art galleries, theatre productions, and by the schools' internal artistic provision.

52. Since the last inspection, the school's provision and effectiveness for spiritual, moral, cultural and social development has improved noticeably from an already high base. Parents expressed their full satisfaction for this area of the school's work.

Support, guidance and pupils' welfare

53. Pastoral care has continued since the last inspection to be of high quality and is one of the main strengths of the school. The great majority of those parents who answered the questionnaire were very pleased with all aspects of the school.

54. The unobtrusive but strong Catholic ethos, the high expectations and clear rules for pupils, and the explicit pastoral guidelines for staff, all ensure good behaviour and the personal development of pupils.

55. The pupils' diaries and individual self assessed targets continue to be a useful tool for monitoring and promoting pupils' academic and personal progress. Senior and year tutors continue to work together effectively and harmoniously to promote academic progress and to ensure that the good behaviour, punctuality and the regular attendance of pupils is maintained.

56. There has been no Educational Welfare Officer attached to the school for some time but the pastoral deputy, heads of year, members of senior staff, form tutors and administrative staff have worked together to implement an improved method of recording and monitoring attendance. The promotion of regular attendance has been effective. This has improved a great deal since the last inspection and is now a strength of this school.

57. The liaison with forty eight feeder schools, the induction day and assessment of new pupils, the very full PSHE programme, which includes detailed preparation for work experience, all combine to support pupils' development, as do the opportunities to serve the school community through the School Council or as a prefect. Pupils also participate in charitable fund raising and in the religious life of the school. The school's recently introduced regular tracking of pupil progress, together with an effective school diary supports pupils' progress and enables parents to be supportive, too. The school supports pupils' learning very well through the well attended homework clubs and additional study support groups.

58. The clear rules and sanctions, the effective staff teamwork and the shared ethos of all members of the community, plus the ready access to on site behaviour support and counselling, ensures the good behaviour of pupils. Bullying is not an issue at the school. If incidents occur, prompt action is taken and the matter is appropriately recorded and addressed by pupils, staff and, if necessary, parents and outside agencies.

59. The school shares the borough and diocese policies with regard to child protection and meets statutory requirements.

60. The school is successful in promoting the health and safety of pupils on site, on trips, with work experience

and journeys abroad. Very full-computerised files are kept on each pupil. All files are data protected.

§ **Partnership with parents and the community**

61. Parents continue to be pleased with the amount and range of information provided by the school. The school provides parents with a prospectus, a Governors' annual report to parents and individual pupil annual records. Information is also relayed through regular parent/teacher meetings, 'parenting' evenings and through informal contact between parents and form tutors and heads of year, as well as through the new "tracking" system. Parents find the school both very approachable and supportive.

62. Parents apply to this school from as far away as Heathrow and Rotherhithe. Once their child has been accepted many become enthusiastic fund raisers and the vast majority work in partnership with the school, signing the daily diaries which carry a record of homework. Many are able to support the school's work placement scheme. Parents assist with Saturday football sessions and help with school shows. The strong parental support contributes to pupils' progress in all areas.

63. The school has improved the range and depth of its links with feeder schools since the last inspection. Twenty-eight schools were visited last year and primary heads have been invited to visit the school. The teacher involved has made a great effort to gain the support of primary heads and staff to ensure their help with the initial assessment of new pupils.

64. Since the last inspection, a different member of staff has been involved in the demanding and time consuming task of preparing pupils for work experience through PSHE lessons, finding, checking and monitoring placements. Pupils' diaries of their work experience demonstrate that these efforts are effective. Pupils have written enthusiastically of the increase in self-esteem, the friendships they formed and the glimpse they had of wider possibilities through their experience in the work placement.

65. Since the last inspection stronger and valuable links have been established with businesses and the army. This excellent initiative to improve the financial literacy, physical and leadership skills of pupils has been noted in the national press. There are now firmly established links with Barclays Savings Bank, the National Westminster Bank, Whitbread, Pizza Express and other local businesses which are embedded in the curriculum and make an integral contribution to many aspects of pupils' development.

66. Pupils enjoy a range of outings and are offered a school trip abroad during their time at the school. Pupils continue to raise money for several charities and to support local homeless people and the elderly, particularly at Christmas. An annual senior citizens' music hall event which has run for 20 years is currently organised by pupils as a part of their GNVQ studies. These activities are valued by pupils and contribute to both personal and intellectual development.

67. The local and extended Church links continue to be strong with forty feeder parishes invited into school for St Thomas More Day, which continues to reinforce the long established school position at the heart of a network of flourishing social and religious links. The overall partnership with parents and the community is good.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

68. As at the last inspection, the headteacher provides excellent leadership with respect to both the educational direction of the school's work and its overall moral vision. The headteacher's clarity of vision, personal commitment, ability to secure corporate assent for the school's aims to raise standards, visibility within the school on a regular basis, knowledge of pupils and their families, and strong management approach are exemplary. In this leadership she is well supported by her senior management team who are hard-working and very committed to the

challenge of raising standards of achievement. The leadership of the pastoral team is particularly effective.

69. The work of governors has improved since the last inspection. The reorganisation of committees and the institution of a finance and general purposes group is effective. The work of the pastoral committee is strategic and its decision to initiate a drugs education research project is imaginative. Its decision, next, to review the school's sex education policy is appropriate. However, overall, the governing body still has some development to pursue to be fully effective. In particular it should:

- Be more proactive in debating, at an early stage, the overall annual and three-yearly school priorities.
- Hold the school more accountable for the educational standards it achieves with professional support and associated training, making greater use of statistical analysis with respect to standards of attainment and attendance figures, once the school has refined its own analysis.

70. The overall quality of those who lead subject areas is satisfactory and often good; that of heads of year very good.

71. Since the last inspection the curriculum deputy has introduced a valuable "tracking" process for all pupils with regard to effort, progress and homework dealt with in an earlier section of the report. This work is innovative and reflects well on the school's managers at all levels. However, the school has some way to go with respect to monitoring and evaluation in order to assure itself that the standards it requires are being met. The school has begun to use good software for tracking pupil progress from Key Stage 3 to Key Stage 4 and during Key Stage 3. However, it is not making use of all the functions available within this software so that it is not yet:

- Calculating and analysing progress in core subjects, and overall, from Key Stage 2 to Key Stage 3.
- Analysing results at Key Stage 4 by comparing subjects and cohorts with each other, or the progress and results of individual sets within subjects.
- Analysing data sufficiently with regard to the progress and results of different groups.
- Making pupils and parents sufficiently aware of individual targets in relation to National Curriculum levels.
- Evaluating for itself the value added by the school for each pupil's progress.

72. The school has recently introduced an academic review day and this good practice will be considerably enhanced when teachers can make full use of the data analysis in order to help pupils set challenging and realistic targets for the future.

73. Similarly, although the annual appraisal system affords some opportunity for classroom observation, few heads of departments are supplementing this with regular observation of their teachers and opportunities for whole school focuses upon aspects of teaching, for example, encouraging independent learning, are being lost. The school has introduced a regular system of internal departmental reviews of departments since the last inspection. The reports are effective and helpful. More regular monitoring of teaching and pupils' work will supplement these reviews and afford opportunities for interim judgements about progress within departments.

74. At present one deputy headteacher is responsible for line managing most heads of department. The internal LEA school review, a year after the last Ofsted inspection, challenged this practice on grounds of manageability. That challenge remains and the school needs to move as soon as possible to its intended new arrangements involving more line managers at a senior level in order that heads of department are both more supported and held accountable. Once this system is revised it will prove easier to monitor progress on departmental development plans (and hence the overall, well targeted, school development plan) than is currently the case. The headteachers' line management of senior colleagues is exemplary. In both monitoring and line management more recording of outcomes and planned follow-up within a stated timescale are required. The school has set itself challenging future targets with respect to GCSE and Key Stage 3. In order to be sure that it is on track to meet these targets the refinement of monitoring data, analysis, evaluation and line management systems is a key issue for the school.

75. The school's aims, values and policies are appropriate, clearly stated, understood by the whole school community and carried out in practice. This impressive coherence underpins the school's excellent ethos which is

developing pupils' academic and other abilities in a challenging way and enhancing the faith and personal development of pupils within a community based upon personal respect and very good behaviour.

76. The school complies with all statutory requirements with the exception of the full provision of all strands of National Curriculum requirements for ICT in Key Stage 4.

77. The school has a good equal opportunities policy understood by the whole school community many sections of which, for example the library, have written and implemented additional specific policies of their own. The school's ethos ensure that discrimination in all its forms is almost non-existent. Pupils' access to an appropriate curriculum is not restricted by their aptitudes or ability and appropriate adjustments to the curriculum are made for those who benefit from a more vocational element to their studies in Key Stage 4, and for those who are linguistically gifted who are enabled to take examinations early. The monitoring of pupils' achievements with respect to gender and ethnicity is provided for the school by the LEA and used to inform future practice. Those many pupils for whom English is an additional language are well supported and have access to the whole curriculum.

78. Although the school's new building is furnished with a lift, the lack of similar facilities in the old building prohibits the school offering education to most physically handicapped children.

79. The school's provision and support for pupils with SEN or for whom English is an additional language is good. These pupils make at least satisfactory progress overall in Key Stage 3 (and good progress when supported by an additional teacher). They make good overall progress in Key Stage 4. The leadership and management of the department is very good.

80. The previous inspection report identified six Key Issues for action. The school produced an appropriate action plan and in the three years (a shorter than usual time) since the last inspection has:

- Raised the amount of teaching judged to be good, very good or excellent whilst maintaining the level of satisfactory teaching in Key Stage 3 and raising it in Key Stage 4.
- Very significantly raised the quality of teaching and learning in geography and music by proactive intervention; the amount of unsatisfactory teaching in mathematics remains a Key Issue, but a senior teacher has recently been appointed with responsibility for mathematics and ICT.
- Secured good levels of overall attainment, particularly when judged against similar schools.
- Ensured that departments now follow the schools' assessment procedures and improved target-setting; however, less progress has been made in some subjects, for example, mathematics, in securing the use of assessment to inform future teaching.
- Very significantly improved its provision for professional development related to the school development plan and targeted towards improving teaching and learning.
- Made progress in the use of statistical information from a low base; the improved use of data, incorporating recent developments in analysis nationally, remains a Key Issue.
- Produced a fully costed development plan and considerably improved its financial planning and control procedures.
- Secured outdoor facilities for PE which now fully complies with National Curriculum requirements.

81. Whilst the school has made good or better progress in most of these areas, and has moved forward in many other ways, (for example the quality now displayed in its provision for spiritual, moral, social and cultural development, improved from a high base), the continuing problems in mathematics and the need to take forward more productive uses of data means that, overall, the school has made satisfactory progress since the last inspection. The school has the capacity to make good progress in sustaining and further improving its standards.

82. Parents were very affirmative indeed about the quality of leadership and management displayed in the school. They were extremely enthusiastic about the new "tracking" system and their part within it referring to their greater understanding of their child's progress and overall targets for improvement.

83. Many aspects of the school's leadership and management are impressive and effective. Although the

school's leaders have challenges ahead with respect to the use of data and refining line management systems, overall the quality of leadership and management is good and has improved since the last inspection.

Staffing, accommodation and learning resources

84. There is a good match between the numbers, qualifications and experience of staff and the curriculum they teach. The overall ratio of teachers to pupils is 15:1 which is favourable when set against national averages. This is partly due to the inclusion of staff from the LEA pupil support service. There is a good balance of male and female teachers in positions of responsibility and there is also a good mix of experienced teachers and younger and more recently appointed staff. Almost all staff teach within their subject expertise and where this is not the case this does not impact adversely on pupils' attainment and progress.

85. Support staff for children with special educational needs and English as an additional language are experienced and well qualified. They continue to make a significant contribution to pupils' attainment and progress. There are sufficient technical assistants to support the needs of the curriculum. Administrative staff contribute effectively to the smooth running of the school and caretaking standards are good. Spending on support and administrative staff is high.

86. Arrangements for the professional development, induction and appraisal of staff were a key issue at the last inspection. The school has addressed this issue successfully. A very effective NQT induction programme is now in place that meets statutory requirements and the induction programme for other new staff is sound. The staff handbook gives clear and comprehensive information and guidance on all key school procedures and policies. The school is operating a one year cycle of appraisal, although there has been slippage in some departments recently. The professional development of staff is now secure and is closely related to the school development plan as well as the needs of individual teachers. Teachers and support staff have good access to in-service training both on and off site. The headteacher has recently introduced a professional development folder for all teaching staff which is, potentially, a very effective innovation.

87. The adequacy of the accommodation for the delivery of the curriculum is uneven and overall unsatisfactory. The school is situated on a cramped site, but has new or recently refurbished buildings. There are no playing fields and the lack of adequate facilities for outdoor education was a key issue at the last inspection. The school has addressed this by hiring local playing areas for practices and fixtures, but the provision is barely adequate.

88. Accommodation for music is barely adequate to deliver the practical requirements of the curriculum. In art, the layout and design of the accommodation is unhelpful in terms of pupil management and in design technology the accommodation is cramped. In ICT, most classrooms are too small for large clusters of machines, limiting whole class usage outside the new computer suite which is in great demand. In mathematics the specialist rooms are too cramped for large classes and there are too few rooms so that teachers regularly have to carry equipment some distance to non-specialist rooms. The effectiveness of the drama studio is reduced by the fact that it is used as a classroom for approximately half the time. In other subject areas, accommodation is at least adequate and in science it is very good.

89. Staff overcome the difficulties of the accommodation very well for the most part and minimise the potential impact on standards. The site is well maintained and safe. The good use of display areas continue to provide a stimulating environment which is conducive to good education. Maintenance costs are forecast to rise significantly next year.

90. Overall spending on learning resources is just above average and forecast to rise next year. In Science, geography, history, and P.E. learning resources are good. Since the last inspection, learning resources in geography have improved considerably with the provision of overhead projectors and videos in both classrooms and the relocation of the old computer network at the back of the main specialist room. The ratio of pupils to computers is 5:1 which is high, but many of these computers are old or obsolete. The learning support department is under resourced although this does not appear to be affecting standards.

91. Although the library is small for the size of school, it contains good quality resources, including a range of books in mother tongues such as Portuguese and Spanish. It is very well used by pupils both individually and in classes. Several subject departments use the library frequently, for example, English, geography, history and music. Additional stocks of books are often made available through the schools' library service. The library is accessible and very well organised. The library is now computerised and the librarian uses detailed statistical analysis to monitor its usage and acquisitions. In addition, the library has sound policies, for example, on behaviour, equal opportunities and ICT which help to promote the school's values. The library holds frequent events, for example, readathons, book sales and poetry competitions, and celebrates National Book Week and World Book Day. The library has access to several computers. An Internet link is about to be established. Good displays of art work, magazines, poetry, topical events and festivals contribute to making the library an attractive, stimulating and effective learning environment.

The efficiency of the school

92. Since the last inspection the school's efficiency and effectiveness has improved and is now good.

93. The school's development plan is now an effective planning tool. The school plans over a three year period, reviewing the priorities for each year on an annual basis. The overall priorities are entirely appropriate and each department describes in its plan how it will work to achieve the stated aims or targets. Governors approve the plan annually but are insufficiently involved in the setting of priorities. The development plan is much more closely and accurately costed than at the time of the last inspection.

94. To support the plan the school has made considerably progress in its financial planning which is carefully considered by the governors' finance committee. The rationale for the school's spending pattern is clear and when it deviates from local norms the reasons are appropriate. The school does not yet plan financially or with respect to premises refurbishment, for longer than a year. The school's administration is good; those responsible for it work effectively and are fully supportive of the school's mission and aims.

95. The school makes effective use of its staffing, accommodation and learning resources. Although the school's contact ratio (the average amount of time each teacher spends with a class) is low by national comparisons, this is largely the result of additional time given to heads of year and form tutors to pursue attendance issues in the absence of coherent or regular provision by the LEA of an Educational Welfare Officer and is thus fully justified by the school's attendance figures. The deployment and effectiveness of those who support individuals or groups of pupils is excellent and highly effective.

96. Although there are deficiencies in the accommodation provided, good use is made of the school site. The distribution of learning resources to departments is based upon a sensible formula with an element of bidding for additional funds. Bids are rigorously reviewed.

97. Financial control is now good – a significant improvement from the last inspection. The governor's finance committee receives regular reports and effective use is beginning to be made of the new financial software system. Greater familiarity with what the system can provide, for example, regular out turn figures, could further enhance the quality of financial information available and thus enable more sophisticated fine-tuning to take place.

98. Taking into account the prior attainment of pupils on entry to the school, their socio-economic background, their progress, attitudes, behaviour and spiritual, moral, social and cultural development, together with the quality of teaching and overall quality of education provided, the school provides good value for money in the context of a higher than average unit cost per pupil.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

99. In 1999 standards of attainment, by the age of 14, were close to the national averages but in comparison with schools in similar contexts attainment is well above average. Trends over the past three years, since the last inspection, have remained in line with national trends.

100. In 1999 standards of attainment at the age of 16 were satisfactory and slightly above the national average but in comparison to schools in similar contexts, attainment matched that of the top 5% of schools and was therefore very high. The percentage of pupils attaining grades A*-C over the past three years has risen significantly. Pupils' current attainment reflects these standards in both key stages.

101. Attainment in speaking and listening is sound overall. Listening skills are highly developed and pupils of all abilities can converse confidently with each other and with adults. They are also able to adapt their way of speaking so that it is appropriate to the purpose of the activity. A good example of this was in a year 11 top set group who were role playing a "Jerry Springer/Oprah Winfrey" style chat show based on their study of "An Inspector Calls". There is a noticeable gender difference with more able girls attaining more highly than more able boys but, amongst average attaining pupils, boys work with more confidence than girls. Attainment in reading is sound and pupils are able to identify key elements of texts showing sound comprehension skills. Reading for pleasure is encouraged and the library makes a positive contribution to this. Standards in writing are in line with national expectations and a noticeable feature of writing at the school is that presentation is good. The most able can write with an awareness of audience, purpose and form and at appropriate length. Where pupils with special education needs are making most progress in their writing, they are being supported by the use of writing frames. Since the last inspection, the department has narrowed the gap in attainment between boys and girls at Key Stages 3 and 4 but boys have continued to underachieve compared to girls.

102. Trends in attainment in English Literature before 1999 rose steadily to slightly above the national average. In 1999 the number of pupils attaining grades A*-C was 10% below the national average, contrasting with a rising national trend.

103. Pupils' progress at KS3 is sound both overall and in lessons. Progress overall at Key Stage 4 is also sound but progress in lessons is good. The progress of both English as an additional language pupils and special educational needs pupils is sound with the latter being particularly well supported by the effective use of Individual Education Plans to inform lesson planning and target setting. This was seen happening to good effect in a bottom set Year7 lesson where differentiated tasks and resources were used to reflect the targets set.

104. The pupil's response is good; they are motivated to learn and work well in lessons. Relationships between pupils as well as pupil to teacher are respectful and co-operative. Relationships between pupils and teachers are very positive and enhance learning taking place in the classroom. There is, however, a tendency for pupils to be passive. Where response and progress is at its best, learning objectives are very clear and the teacher ensures a sense of urgency in lessons.

105. Overall, teaching is sound. It is often good and sometimes, in Key Stage 4, it is very good. Where teaching is most effective the key features of lessons are: a challenging and varied range of activities for pupils of all abilities; pace; and an appropriate choice of resources to meet the planned learning objectives. Lesson planning lacks consistency across the department but, in the best lessons, learning objectives are clear and time is allowed at the end of the lesson to review what has been learnt.

106. Curriculum provision in English is satisfactory at Key Stages 3 and 4. Comprehensive schemes of work are in place to ensure coverage of the National Curriculum and drama has a separate scheme of work, which supports pupils' development of skills in speaking and listening. Procedures for reviewing the current schemes of work in the

light of Curriculum 2000 are in place. The teaching of media and non-fiction, which were mentioned in the last report as areas for development, are now covered well and some of the best teaching seen was on these topics. For example, in a year 11 lesson pupils effectively consolidated their skills in analysing a non-literary text through the study of a Greenpeace leaflet with structured support from the teacher. Although the use of information communication technology is mentioned in the schemes of work, it is a weakness in the department. Pupils are able to word process their work but owing to limited access to reliable hardware and a need for departmental INSET there is little understanding of the ways in which ICT can support the teaching of English. Pupils who attended the Summer Literacy school in 1999, receive an enhanced literacy curriculum through small group withdrawal lessons taught by members of the English department. The teaching of spelling for pupils of all abilities is explicit and effective.

107. The English department has provided effective leadership in the promotion of literacy across the school with the result that other departments have identified key words for their subject, which are emphasised in lessons and displayed around the school. The school has a useful policy on literacy which highlights the importance of oracy. Listening skills are well developed in the school as a whole and where structured opportunities for oral work are offered such as in art and history, pupils are articulate and confident. Reading skills are good in the school and the library supports the development of information skills effectively. Science and humanities make good use of writing frames.

108. Assessment in English is sound overall at Key Stages 3 and 4 and the department conforms to the whole school assessment policy. Pupils have a clear understanding of their progress in relation to school criteria and the department is beginning to develop its use of NC levels and G.C.S.E grades with pupils for target setting. Insufficient use is made of Key Stage 2 data on pupils and in particular the use of the relative attainments of pupils in reading and writing in order to inform curriculum planning is limited. Formative assessment is used to some extent by the department but not consistently by all teachers. Teacher knowledge and understanding of National Curriculum levels has improved and there is greater consistency in teacher assessments at the end of Key Stage 3.

109. The department's contribution to pupils' spiritual, moral, social and cultural development is very good. It is an integral part of lesson planning and delivery. For example, the difficulties of relationships between parents and children were explored sensitively in a Year 10 lesson based on the short story "Your Shoes".

110. Leadership and management of the department are good. The head of department has high expectations and sets challenging targets for the department. Resource management is efficient. The ethos of the subject reflects the school aims and planning complements the school development plan well. Good use has been made of an internal review and its impact can be seen on teaching and learning. There has, however, been little formal scrutiny of pupils' work or lesson observation by the head of department in order to monitor the work of the department.

111. Resources made available for the subject are adequate and are deployed well. Literacy teaching is well supported by the range of new materials made available through funding for a Key Stage 3 Literacy intervention project. The excellent quality of display work contributes well to the pupils' learning environment.

Drama

112. Drama is taught as part of the English curriculum in Years 7 and 8 and as a module of the Year 9 curriculum in rotation with World Religions. There is a G.C.S.E group in years 10 and 11.

113. Standards of attainment at Key Stage 3 are satisfactory. Pupils can sustain character for short periods and have opportunities to develop drama skills and techniques such as role play, tableau and hot-seating. There are some opportunities for pupils to appraise their own work and that of others. Although there are clear schemes of work, the progression of drama skills is limited by the lack of continuity in their development, particularly in Year 9, and the need for specialist subject knowledge. Overall, however, progress is satisfactory.

114. There has been a declining trend in attainment at Key Stage 4 since the last inspection and the numbers of pupils taking the subject at G.C.S.E have dropped considerably. In lessons at Key Stage 4, attainment is below

national expectations. Although pupils can read fluently from a script and some pupils can read with conviction developing a sense of character, pupils have difficulty sustaining and developing scenes and characters. Progress overall is satisfactory given the ability of the pupils.

115. Pupils enjoy drama and their response is good and often enthusiastic. They work well together in lessons in both pair work and small groups and they listen and observe the work of others with courtesy. The subject contributes well to the pupils' social and moral development and understanding.

116. At Key Stage 3, the teaching of drama is sound. It is taught by English teachers as well as the drama specialist and satisfactory teaching is characterised by lessons planned to include a range of activities promoting the development of language skills. Areas which are less effective are; specific teacher feedback to pupils on how to improve drama skills and opportunities for pupil self -assessment. Drama teaching at Key Stage 4 is by an experienced specialist and is sound.

117. The drama room is not solely dedicated to the teaching of drama and is used as a classroom for a significant number of lessons in the week. This has a detrimental impact on the teaching of Drama as desks and chairs must be moved at the beginning and end of lessons, with a consequent loss of teaching time. The subject is competently managed by a specialist teacher who is committed to the subject and has produced useful guidance materials for non-specialist teachers in Key Stage 3.

Mathematics

118. Pupils make unsatisfactory progress as they move through the school, and, by the time they reach the end of Year 11, attainment is below the expectations for this age group. Key Stage 3 national test and GCSE results are below the national average. The overall progress made by students with special educational needs is satisfactory, and when these pupils receive individual or small group focused learning support they make good progress.

119. Over the last three years, the percentage of students achieving level 5 or above at Key Stage 3 has improved slightly year on year. The test results from 1996 to 1998 were well below the national average for all schools and below the average for similar schools. In 1999, the school exceeded its target. These results were in line with those of similar schools and level 6 and above results were above those of similar schools. Boys do better than girls in the tests though this is not evident in lessons.

120. Standards of attainment at age 14 are below the national averages. Throughout the key stage, pupils follow routines given by their teachers, but often do not fully understand how to use and apply techniques in other areas of mathematics. Their progress through the key stage is unsatisfactory.

121. Standards of attainment at age 16 in 1999 was below the national average for all schools, and for similar schools. From 1996 to 1998, GCSE mathematics results improved, but in 1999, the percentage of pupils gaining A*-C grades fell by 4% from the previous year, missing the school's target by 9.5%. GCSE results indicate that pupils do less well in mathematics than in other subjects, with girls gaining better results than boys. Current standards are below the national average.

122. During Key Stage 4, progress made in lessons is variable, but is unsatisfactory overall. Sometimes, within a lesson, pupils struggle with their mathematics as they are set problems that are too difficult. However, pupils make good progress when they are set problems that challenge them appropriately and encourage them to think of appropriate mathematical processes. This was particularly evident in a year 10 lesson on area, where small group discussions were also used appropriately.

123. Four low attaining pupils in Year 11 are working with a learning support teacher as they prepare for the Certificate of Achievement in Mathematics, run this year on a trial basis. The work set to these pupils is challenging, but appropriate and is accompanied by highly focused and relevant teaching. They made good progress during a lesson with relevant periods of revision and review. Over time, they make satisfactory progress.

124. Overall, the pupils' response to mathematics lessons is good. Their behaviour is usually very good and they arrive at lessons ready to learn. They are respectful and usually take great pride in their work. In many lessons, they listen intently to their teacher and try hard to respond to the questions asked. Classroom relationships are very good. Even when teaching is unsatisfactory and pupils are not fully engaged they remain reasonably well behaved.

125. There are few opportunities for pupils to work collaboratively, to share ideas and to take initiative. When opportunities are afforded, they respond well and their learning is enhanced. For example, during a lesson on area, pupils discussed different ways of solving problems.

126. The impact of teaching upon the standards of attainment and progress is unsatisfactory. In only 70% of lessons observed, the teaching was satisfactory. In a significant number of lessons in both key stages unsatisfactory teaching has a detrimental effect on pupils' learning and therefore on the standards attained.

127. Very few lessons are characterised by good teaching. In most lessons, teaching is satisfactory but uninspiring. Teachers talk, involving pupils mostly in closed questioning, then pupils practice taught techniques, often consolidated by homework exercises. In a minority of lessons, teachers effectively use different strategies. For example, in a lesson on algebra pupils were involved in two different activities, with an appropriate game played in the middle of the lesson.

§ 128. In the most successful lessons there were clear aims but few lesson plans contained detailed teaching notes. Insufficient thought is given to the types of activities or resources that could be used. Teachers have high expectations, but too often the work set is not well matched to the pupil's stage of learning. For example, during a lesson on angles, the teacher acknowledged that she would need to review and consolidate work from the previous lesson but then introduced further content with which the pupils had further difficulties in understanding.

129. The departmental development plan rightly acknowledges the need for a structured scheme of work for both key stages. Teachers have recently worked hard to put together a draft scheme of work. There is much still to do with this evolving document in order to ensure continuity and progression within the curriculum. Work in pupils' books shows a variety of topics at mixed levels of difficulty. At present, teachers are insecure in their knowledge of previous work covered and their understanding of the skills pupils need for future progress.

130. Specialist mathematics teachers undertake almost all teaching. There have been recent changes in staffing, with the appointment of a new head of department, and a newly qualified teacher. During this term, policies have been reviewed and new textbooks introduced to support the developing scheme of work. There is an urgent need to focus the role of the head of department, who has other significant responsibilities, to ensure that initiatives are clearly prioritised and carried through according to the stated timescale.

131. Other than textbooks, the use of calculators and, occasionally, computers, the overall use of mathematics resources is limited. Pupils do not have access to the range of resources that can enliven teaching. This is not assisted by the need to teach outside the departmental rooms and by the cramped conditions in some rooms.

132. There has been limited improvement in the standard of pupils' attainment and progress since the last inspection. The need to raise standards of attainment is still a Key Issue but the department now has its own teaching area and functions as a more cohesive team. Pupils' attitudes towards the subject have improved.

Science

133. Science attainment on intake, based on Key Stage 2 data, up to 1996 was below the national average but has improved since. By the age of 14 pupils attain standards above the national average. Overall results in at Key Stage 3 have improved over the last 3 years. The results are much better than mathematics and almost equivalent to results in English. Boys are performing consistently better than girls. When compared with similar schools, they are in the top 5% schools. Observation of pupils' work in the classrooms, scrutiny of written work and discussion with pupils and teachers indicate that attainment is average. The most able pupils are working at level 6, showing good

understanding of reflex action, reaction time, ecosystems and types of rocks.

134. By the age of 16 pupils attain standards well below the national average. The relative performance of girls is below that of other subjects while boys' performance is at par with other subjects in the school. When compared with the results for similar schools, the school's results are in the top 25% of schools. By the age of 16 the majority of pupils are working below grade C. Some pupils are showing the potential to achieve higher grades. Higher attaining pupils develop knowledge of covalent and ionic bonding, the periodic tables, speed and velocity. Most pupils can hypothesise and analyse data effectively.

135. Overall the pupils' progress is satisfactory. All pupils with special educational needs and English as additional language are making good progress when support is available. When progress is satisfactory or better pupils show considerable gains in their knowledge and skills. They are able to plan investigations and analyse data effectively. They can articulate their conclusions. Pupils are able to recall concepts covered previously and they are able to link scientific ideas with their experiences. There is no significant difference between the performance of boys and girls in lessons.

136. Overall, pupils' attitudes and behaviour in lessons are very good. They show an active interest and have positive attitudes towards work. Concentration is usually sustained. Pupils are developing their capacity for personal study; homework is making a significant contribution towards this. Relationships amongst pupils and with teachers are very good. Pupils work well in-groups, are courteous and respond to others' views with respect. Pupils handle equipment safely and are very willing to take on responsibility. Their work is presented neatly. Pupils are striving to succeed; they join discussions and respond to questions well.

137. Overall the quality of teaching is satisfactory. It is slightly better in Key Stage 4 than Key Stage 3. The quality of teaching ranges from very good to unsatisfactory. In over half the lessons the quality of teaching is good or very good. When teaching is satisfactory or better teachers plan a good range of activities, there are consistent expectations of good behaviour, and plans are well implemented. Teachers use challenging and open ended questions to extend pupils' thinking and understanding. These lessons proceed at a brisk pace; resources are prepared in advance. Relationships with pupils are respectful and teachers acknowledge pupils' strengths. Teachers offer a variety of approaches. Teaching plans are shared and negotiated with support teachers.

138. When teaching is unsatisfactory, the teaching methods are narrow and insufficient focus is given to relating the learning activities to pupils' immediate experiences. Pace is slow and there are no clear and effective behaviour management strategies. Learning outcomes are not clearly enough identified in lesson plans.

139. Teachers have a secure knowledge and understanding of the aspects of science they are teaching. Teachers have high expectations in terms of behaviour and attainment. Homework is used to develop pupils' skills of researching new information. The department is improving pupils' investigative and experimental skills. Overall there is too much teacher direction and few clear strategies for using day to day assessment to inform planning. Currently, pupils are not given sufficient opportunities to use information communication technology in science.

140. Schemes of work offer activities for the less able and extension activities for the more able pupils. In Key Stage 4 differentiated resource books are used to support both these groups. Support teachers prepare materials appropriate for SEN and EAL pupils. A good effort has been made to develop pupils' literacy skills. Pupils are given word lists for each unit of work, and are tested for the spellings of these words. Word lists are also displayed in the laboratories.

141. Homework is set and marked regularly. Arrangement for end of unit tests and end of year examinations are clear. Procedures for ongoing day to day assessment are less clear, however, thus day to day assessment is not used for planning. Comments in the annual report to parents focus mainly on effort rather than on progress and attainment. Overall targets are set for the end of Key Stages 3 and 4 but these are not based on the progress of individual pupils. There are no systems for effective individual target setting and monitoring pupils' attainment year on year.

142. The acting head of department is working hard and provides sound leadership. Three new teachers joined the school in September 1999 and until recently there had been no technicians in post for three months. The departmental development plan is clear with good success criteria and cost implications identified. The newly appointed technicians provide effective support to teachers. The department is well resourced. Satisfactory progress has been made since the last inspection,

OTHER SUBJECTS OR COURSES

§ Art

143. By the age of 14 the pupils achieve standards that are above the national average. Pupils are able to make very strong individual responses that draw on or reference to the style of an artist. They learn about different cultural backgrounds and respond imaginatively to a wide range of stimulus material. Pupils are introduced to the elements of line, tone, colour, pattern, texture, shape, form and space through very well structured and innovative teaching. By the end of Key Stage 3 pupils are able to use what they have been taught to create some very exciting images. They can talk with considerable confidence about subject matter and express preferences based in secure knowledge.

144. For pupils aged 16, standards of attainment are well above the national average. Candidates achieved 83% A*-C in 1999 compared with 63% nationally. Results have been consistently good over time. Pupils build upon skills learnt and develop a wide range of two and three-dimensional work. They experiment confidently with a range of media, which supports the development of their technical skills.

145. On entry to the school pupils' attainment in art is broadly in line with that expected nationally. Their progress is particularly good because they receive in-depth feedback from their teachers about how to improve their work. Teachers' subject knowledge inspires pupils to develop their creative, imaginative and practical abilities. In all years pupils consolidate their knowledge and understanding through gallery and museum visits, some of these undertaken on the initiative of individual pupils. Pupils have access to a broad range of art activity including drawing, painting, printmaking, collage, and textiles and card construction. There is balance in the coverage of these activities and progression from National Curriculum requirements in Key Stage 3 to GCSE. The quality of three-dimensional work is excellent and constitutes a strength in the provision. Pupils with special educational needs make particularly effective progress in this subject because of very effective curriculum planning and particularly good individual support. All pupils respond very positively to the subject.

146. Teachers are particularly effective in encouraging pupils to express opinions about their own work and the work of others, helping them to use formal language where appropriate. They are particularly skilful in encouraging pupils to look beyond technical accomplishment towards the expression of feeling, meaning and values. The quality of teaching in art is usually very good and on occasions is excellent. The teaching in examination classes is particularly strong. Materials and resources for lessons are well-organised, very clear explanation and instruction is given and is supported by frequent individual guidance and advice. Practical work is usually referenced to the work and style of an artist. Assessment is well used in lessons and high quality discussions with pupils about the strengths of their work improves their progress.

147. The department is well led by an enthusiastic and well-qualified member of staff who provides good leadership. There are comprehensive schemes of work in place. The departmental handbook is a useful document that serves to communicate information as well as celebrate achievement. There is regular monitoring of the work of the department through informal but effective procedures. The layout of accommodation is unhelpful to the department in terms of pupil management.

148. Since the previous inspection, standards of attainment have improved considerably. Whilst some progress has been made in using information technology in the art curriculum, the planned work has yet to be fully implemented but high quality teaching has been sustained.

§ **Design and Technology**

149. By the age of 14 pupils attain standards around the national average in making products but slightly below the national average in relation to designing skills.

150. By the age of 16 the attainment of pupils is well below national standards. In 1999, results in design and technology were lower than the previous year and well below the national average. 37.5% of pupils taking child development achieved A* - C, 44.4% in graphic products, 27.5% in food technology and 28.5% in resistant materials. This compares with 50% A* - C nationally for the subject area overall. In 1998, results in food technology were above the national average and in child development they were well above. At Grades A*-G, results have improved over time and now show no significant variation from the national norm. Attainment in the lessons observed was in-line with national standards overall, though the performance of boys is generally lower than that of girls.

151. Pupils consolidate their subject knowledge and skills well in making, but progress, and therefore attainment, in design and technology overall is adversely affected by an over-emphasis on making at the expense of designing despite some very well structured teaching. Pupils are not afforded sufficient autonomy for their own work and in Key Stage 4 are ill prepared for the demands of an examination that attributes 40% of the overall marks to designing. In food there is more scope than in other areas for pupils to experiment with varying the quantity of ingredients, engaging with investigations and forming hypotheses. Overall progress is satisfactory across the school. However, progress in relation to design varies from satisfactory to unsatisfactory whilst progress in making products is good.

152. Pupils display enthusiasm for design and technology. They have a sense of pride and achievement at all levels of ability. They persevere with lengthy tasks. Some projects last for the full term yet interest is sustained. Pupils show enormous respect for the work of others, valuing their contribution and learning from them.

153. Pupils are taught practical skills and knowledge very effectively across the department. Good examples of direct instruction in a well ordered environment were numerous but in very few instances were pupils required to do more than offer minor modifications to proposals or respond to instruction. Pupils with special educational needs make particularly effective progress in this subject because of very effective curriculum planning and particularly good individual support. However, more able pupils are not given sufficient challenge in the range of tasks offered. The overall quality of teaching is satisfactory: it is good in relation to making products but varies from good to unsatisfactory in relation to design.

154. The department sets out to give pupils self-esteem, confidence and a sense of achievement. It is successful in this and there is a particularly good ethos with good work and behaviour recognised and praised. Rare instances of poor behaviour are challenged consistently. Subject leadership is good. There is a clear commitment to raising standards of attainment and a work ethic pervades the department. Relationships are excellent and both boys and girls strive to please in an atmosphere of tolerance and respect.

155. Formal appraisal schemes are not operating currently. Accommodation is adequate but cramped. Overall the department has made limited progress since the last inspection.

§ **Geography**

156. The raising of standards in geography was a key issue at the last inspection. Since then, there has been a significant improvement in the standard of pupils' attainment and progress and this has been outstanding at Key Stage 4, where standards of attainment were formerly very low. By age 16, standards of attainment are now around national expectations at GCSE, although the percentage of higher grades is still below national expectations. Standards at Key Stage 4 are also around national expectations in lessons and examination results are forecast to improve still further. Standards of attainment, by age 14, are below national expectations in statutory teacher assessments and as observed in lessons. Standards have improved at Key Stage 3, but less rapidly. Standards of presentation are good and pupils are increasingly able to use ICT effectively to analyse data and communicate their findings. In a number of lessons, pupils demonstrated an impressive depth of knowledge of individual case studies,

for example, the causes of flood hazards in Year 10 and rain forest issues in Year 8. Pupils' fieldwork skills and their knowledge of local environmental issues need further development.

157. Progress is sound at Key Stage 3 and good at Key Stage 4. Pupils with special educational needs make good progress in both key stages. In lessons, there are no significant variations in attainment and progress between boys and girls and pupils from minority groups, but girls' attainment is significantly better than boys in examinations. Progress was best among pupils of broadly average and lower ability. Progress was also better in lessons where tasks were challenging and where the pace of teaching was effective.

158. Pupils' response in lessons is very good at both key stages. They are well behaved, sustain concentration and persevere with tasks set. Pupils enjoy geography and take-up rates at Key Stage 4 have improved steadily since the last inspection. Pupils are able to co-operate and support each other effectively in lessons, for example, in a group presentation project on rain forest issues in Year 8. Their capacity for personal study is developing through a range of projects, for example, using the library and computers, but this work could be extended further. Pupils show respect and understanding for others' values and beliefs, for example in presentations on tropical rain forest issues. Pupils are willing to take responsibility and show initiative, for example, for deciding and undertaking group tasks.

159. The quality of teaching has improved significantly since the last inspection. It is good at Key Stage 3 and very good at Key Stage 4. Teachers have very good subject knowledge; lessons are well planned and standards of discipline are good. The methods used in lessons are varied including games and role play, e.g. pupils in Year 9 were devising a snakes and ladders board game for younger pupils based on the positive and negative effects of the Aswan Dam project. Good and improving use is made of audio-visual aids and ICT. The best lessons had excellent pace and challenge with carefully targeted questioning and good use of praise and humour. Teachers work hard, often with the effective co-operation of learning support staff, to match tasks accurately to the abilities of pupils, but greater challenge needs to be created for more able pupils. Enquiry methods need further development at both key stages and the department should continue to improve opportunities for developing writing skills in geography, for example by providing more models for different kinds of writing.

160. Schemes of work are clear and helpful. Assessment procedures are good and have been strengthened considerably by the use of a computer programme to track progress. The department is very well led and efficiently run. Resourcing has improved significantly since the last inspection, for example by the provision of a wider range of text books, audio-visual equipment in both classrooms and a computer network in the main specialist room. Development planning is good and the department has set appropriate targets and priorities for the next two years.

§ **History**

161. Standards of attainment at the end of both key stages are currently in line with national expectations for the subject. Since 1995, GCSE results have been close to, or above, the national average and have made a positive contribution to the school's improved examination results. Pupils have consistently achieved well in history compared with many of the other subjects they take. When the coursework component was a significant proportion of the GCSE, girls achieved considerably higher results than the boys but latterly, and with reduced coursework, performance is more even and overall results depressed. Nevertheless, pupils throughout the school systematically develop a firm grounding in both the subject matter and its skills and concepts and demonstrate their understanding in a variety of ways.

162. A firm foundation is laid in Key Stage 3 and pupils make good progress in all elements of the subject; the pattern of achievement at the end of year 9 shows a significant number of pupils attaining at the expected level and above. Pupils gain in knowledge, understanding and confidence during Key Stage 3 and respond positively to teachers' high expectations. They develop facility in handling historical evidence, an appreciation of the ideas, beliefs and attitudes of people and periods they study and an understanding of events and changes which took place. Empathetic writing is particularly well-developed and is generally rooted within in-depth studies through which pupils have acquired a sound understanding and sense of period. A careful structuring of pupils' learning supports

well pupils of all abilities including those with special educational needs and those with English as an additional language. More able pupils are often challenged to produce work of increasing complexity and sophistication through the nature of the tasks set. At Key Stage 4 progress is also good. The requirements of GCSE are addressed in a focussed way and pupils receive a sound preparation for the demands of the examination.

163. Pupils' attitudes towards the subject are invariably positive as is their behaviour and they manifestly enjoy and derive satisfaction from the work they undertake. Pupils of all abilities take great care to present their work well and both boys and girls produce sustained and extended accounts and explanations. Many carefully executed accounts of the experiences of African slaves were observed in which pupils displayed a sensitive appreciation of the issues surrounding this episode of history. Similarly, obituaries of Richard Arkwright were on display, demonstrating an understanding of this particular type of writing. Relationships between pupils and between pupils and staff are good and lessons are characterised by a common sense of purpose.

164. The quality of teaching is always sound, often it is good and occasionally very good. All teachers communicate their enthusiasm to pupils and employ a range of teaching and learning strategies which are nearly always used to provide challenge and stimulus for all ages and abilities. Their subject knowledge is very secure as is their understanding of assessment both in terms of the National Curriculum and its requirements and for GCSE. They carefully plan and structure the tasks pupils undertake and differentiate the support materials they provide; they adopt a brisk pace, question pupils skilfully and make good use of the time available. The department has given priority to pupils' literacy development and weaves aspects of this into its teaching so, for example, a year 10 class was learning about the distinctive features of an historical explanation of cause and year 8 pupils were learning how to construct an argument. Occasionally, teachers' zeal and intensity of pace can eclipse the pupils' role in a lesson and there can be a tendency to over-manage their learning. For example, pupils are systematically taught the various skills associated with historical enquiry but are rarely required to devise or articulate their own questions or pursue their own avenues of enquiry other than to undertake personal research in response to a focus generated by the teacher.

165. Work in history is ably led by the subject leader who is well supported by a strong humanities department. The department benefits from its links with geography and its collaboration with the special needs department. In the case of the former, a strong basis exists for citizenship education and during the inspection, instances were noted of developing with pupils an understanding of the historical and geographical background to constitutional conditions today. In the case of the latter, all pupils are benefiting from increased access to the curriculum as a result of the insights of support staff in terms of resource development. Pupils also benefit from planned opportunities to reflect on spiritual and moral issues which arise in the course of the history programme for example, slavery in years 7 and 8 and the Holocaust in year 9 and at GCSE. Whilst the available funds are used efficiently to raise standards, the department continues to seek to provide a range of varied and differentiated resources. The department makes good use of the library loan service and the school's own library stock of information books. Hitherto, the use of Information Technology in history has been limited by access to computers but in the very near future, the department is to inherit a number of machines from the school's central stock. Teachers have received training and have made a start on incorporating IT into their schemes of work.

166. Since the last inspection, the department has consolidated its existing good practice, raised its results and continues to strive to raise standards. It makes good use of the statistical information on pupils' performance which is available and has instituted a system of target setting both for the department and for pupils individually. Its practice is marked overall by greater precision in terms of planning, teaching and assessing than at the last inspection.

Information Technology

167. Attainment in information technology (IT), at the end of Key Stage 3, is well below the national average and there were significant problems with assessment procedures in 1999. In Key Stage 4 attainment was unsatisfactory. IT lessons are now timetabled for all pupils in years 7 and over half of the pupils in year 9. Attainment was sound in these lessons where pupils have opportunities to use IT for communicating and handling information and for

control and modelling with logo. There are opportunities to experience other aspects of control in design and technology. Attainment in measuring is unsatisfactory. Although the use of data logging equipment is demonstrated in science lessons it is not used by the pupils. The taught lessons in year 7, and for some pupils in year 9, provide a useful introduction to a range of basic skills. There are some opportunities to use computers in a number of other subjects but opportunities have not been systematically identified for IT use since the last inspection and pupils' experiences vary.

168. In individual lessons, progress is sound and sometimes good. However, because this is not sustained in a planned, progressive way for all throughout the key stage the standard of attainment and progress overall was unsatisfactory. There are few opportunities for pupils to be taught the skills and knowledge necessary to make appropriate progress in year 8 and opportunities are not available for the whole year group to make appropriate progress in year 9.

169. In Key Stage 4 the school has adopted a cross-curricular approach to IT. There is no examination course in IT and no overall school assessment. In lessons observed, where IT was the main focus, attainment was variable. In courses where there was regular use of computers, for example GNVQ and GCSE business studies, attainment in word processing and aspects of desktop publishing was satisfactory but needs to be developed further in information handling. In geography, computer modelling was used to good effect to develop an understanding of the causes of flooding. Some good autonomous use of IT was seen by pupils using the IT facilities in the library, using CD ROMs for research in conjunction with word processing and desktop publishing software. In some lessons pupils' knowledge of software applications for communicating and handling information was insufficiently developed, limiting both attainment and progress. Some pupils who had quickly mastered the process of mail merge in a lesson were lacking in the skills to compile the documents on the most efficient and effective way. Attainment overall is hindered by an uncoordinated approach at Key Stage 4. It is not, therefore, possible to plan for continuity and progression, which results in an unsatisfactory curriculum for the majority of pupils. National Curriculum requirements are not being met at Key Stage 4.

170. When using information technology pupils are well motivated, interested in their work and keen to produce the best outcome their skills would allow. Concentration was maintained and they were able to work effectively in pairs and groups. Equipment was always treated with care.

171. In discrete IT lessons in Key Stage 3 teaching was good. Tasks had appropriate challenge and were differentiated. Classroom management was good, appropriate pace was maintained and the more able pupils were encouraged to share skills and knowledge. New skills were effectively taught to small groups although there were some occasions when whole class teaching would have been more efficient. Where IT was taught across the curriculum, teaching was sound. In science inadequate resources limited opportunities for teachers to use appropriate "hands-on" activities. In Key Stage 4, where IT was the main focus of the lesson, teaching was most often sound and sometimes good. In both key stages there is a willingness among many teachers to use IT but although there has been some IT training in the school, they often lack confidence and the IT skills to move pupils on to higher levels. The school needs, as planned, to take full advantage of the current national ICT training initiative. There are some curriculum areas where IT use is underdeveloped for example English and music. Diligent work by special needs support staff enabled statemented pupils to make good progress.

172. There is one large, well equipped computer suite, which is in great demand, and the old network has recently been appropriately relocated. However, the accommodation does not easily lend itself to large clusters of machines which consequently limits opportunities for whole class use. A number of subject areas around the school now have several machines connected to the new network, these are well used but there are many old machines with limited capacity which are little used. There is a high level of demand for the IT facilities in the library from autonomous users. The school does now have Internet access but this has not yet been made available to pupils. A new IT co-ordinator has recently been appointed, a revised IT policy has been produced and a new development plan is now in place which includes improved hardware provision and staff training.

173. The department has made limited progress since the last inspection but the development of ICT is a Key Issue for the school.

§ **Modern Foreign Languages**

174. Since the last inspection, the department has maintained good levels of attainment. In the last three years, the percentage of pupils gaining an A*-C grade in GCSE French has been well above national averages. In 1999, for example, the percentage was 80.9%. Equally, a very large number of pupils obtain a high grade.

In Spanish, the percentage of pupils obtaining an A*-C grade has been below national averages. In both languages, all pupils entered obtained a grade. Boys and girls perform equally well. Many national Portuguese speakers build very well upon their linguistic knowledge.

175. By age 14, pupils of all abilities are able to follow classroom instructions with little difficulty. They are also able to note main points of detail from a tape. Equally, there is good pronunciation and intonation across the ability range. Higher attaining pupils speak with greater accuracy and range. Reading for gist is well developed, but reading for pleasure and extended reading is less well developed across all abilities. Writing is the least well developed skill, although some higher attaining pupils are able to write accurately and at length. Overall, the progress of pupils across key stage 3 is sound.

176. By age 16, the overall levels of attainment are good. Pupils build upon and consolidate the knowledge, skills and understanding gained earlier. Progress in key stage 4 is good. At both key stages, pupils with SEN make good progress.

177. Behaviour in lessons and around the languages area is very good. Pupils have a positive attitude to languages and show a keen interest in their work. They are able to sustain concentration and they work well in a variety of situations and settings. The carousel lessons give pupils the opportunity to work independently and in groups.

178. Overall, the quality of teaching is good, with teaching being better at key stage 3 than key stage 4. No unsatisfactory teaching was observed. Some of the key characteristics of good and very good teaching are: positive relationships, secure subject knowledge, effective and optimum use of the target language, and high, yet realistic expectations. Many sound lessons would have been better with more detailed planning and a greater variety of pace.

179. Statutory requirements are met and there is a small group of pupils studying Italian in Year 10 as a second language. IEPs are detailed and help teachers plan and deliver lessons. Schemes of work for French and Spanish are informed by national curriculum programmes of study and are linked to levels of attainment. The Italian scheme of work is less detailed. The department makes good use of an assessment folder to moderate pupils work at Key Stage 3. Reports to parents give some detail of the courses covered and pupils' progress. The targets set for pupils need to be more focused to help pupils learn and improve.

180. The department is well led and administered. There is a positive ethos and colleagues feel supported in their work. There is now a need to monitor the work of the department on more formal and systematic basis to raise standards of attainment further.

181. There is a good match of qualifications to teaching groups. Appropriate course materials have been purchased, the provision in the library is adequate but the provision for extended reading materials in the department is limited. A number of lessons take place in non-specialist classrooms but there is no evidence that this is having an effect upon standards.

§ **Music**

182. By 14 pupils' attainment is in line with the national expectation. This represents a significant improvement since the last inspection. Pupils now demonstrate an appropriate range of composing, performing and listening skills. During the inspection pupils in year 7 were able to play in ensemble, maintaining an accurate pulse and understanding pitch relationships. They used their voices, keyboards and tuned and non-tuned percussion from

around the world. The most able work beyond expectation in their listening by identifying structural and expressive musical features and applying an appropriate musical vocabulary. The less able join in with practical activities and listen with interest, but experience some difficulties in answering questions about musical characteristics.

183. By age 16 pupils' attainment has an appropriate range that is also in line with national standards. Due to positive teaching, music at GCSE has been firmly established following several years absence. Access and attainment have therefore improved considerably since the last inspection. Year 10 pupils have good skills in group performance and arrangement. During one lesson observed their ability to project personal meaning and expression into a song arrangement was inspiring. Although technical skills were at an appropriate level, the focus, unanimity of purpose and commitment to the music were exceptional. Their listening skills are also well developed, but many pupils are not always able to relate accurately what they hear to musical symbols. Overall, written work is good, especially at Key Stage 3 and much evidence of this is attractively displayed in the classrooms.

184. All pupils make good progress in music throughout the school. Many retain knowledge previously acquired and apply their skills in lessons. In practical lessons observed, pupils made significant progress in developing skills in ensemble playing: this was noticeable in the way they were controlling instruments, blending sounds and listening to each other. The progress of pupils in year 10 is very good, especially in the ways they select and organise musical materials and refine their interpretative ideas with growing independence. Pupils with special educational needs make satisfactory progress overall, encouraged by the open-ended nature of many of the tasks. However, apart from one pupil, they do not benefit from specific help in music that is designed especially for them.

185. Attitudes to music are good in Key Stage 3 and very good at Key Stage 4. Pupils show interest in their work as performers, composers and listeners. Their sense of curiosity is promoted by the nature of the musical tasks that they undertake that draw on a wide range of cultures from around the world. They sustain their concentration for comparatively long periods of time, enjoy listening to music and working collaboratively. The most able take a lead in the practical work and support those with less technical skills. There is a nucleus of pupils in the school who are particularly committed to music and the department.

186. The progress and attitudes of pupils is enhanced through good teaching. During the observation teaching was good or very good in eight out of ten lessons. No teaching was unsatisfactory. Teachers have a good knowledge and understanding of the subject including fluency in world musics. They have realistic yet high expectations across the subject and often push or pull pupils to higher levels of achievement. Planning of individual lessons is good and a variety of strategies are employed to ensure that pupils experience a broad range of musical activities. Effective use is made of time and resources. Pupils are given clear explanations, demonstrations of relevant skills and sufficient time to engage in practical and reflective work. Classroom management is firm with considerable thought given to how the learning resources are used in confined spaces. Interaction between teachers and pupils is usually effective, but there is scope for expected learning outcomes to be clarified more frequently and naturally. The department makes effective use of homework and marking of pupils' work is satisfactory. This represents a significant improvement since the last inspection.

187. The curriculum meets the requirements of the National Curriculum, apart from the application of information technology which is poor. Effective schemes of work have been developed since the last inspection. However further work is necessary at Key Stage 4 beyond the examination syllabus, and more attention needs to be paid to identifying objectives and learning outcomes in all units of work. Assessment procedures are thorough, but criteria are rather confusing for pupils. The department makes use of visiting artists from time to time and arranges extra-curricular visits to concerts and musical establishments. A programme of extra-curricular activities is expanding, including the development of the lower school choir, stage productions and instrumental tuition. In these ways music contributes effectively to the cultural and spiritual life of the school, though there is scope for more pupils to be involved in these activities.

188. Learning resources are insufficient for two classes to be taught at the same time. Resources for information technology are poor. Accommodation for music is inadequate and inappropriate: it has an adverse effect on the quality of learning. The second teaching room is too small, sound proofing is very poor and there are insufficient practice rooms.

189. By the end of Key Stage 3 standards of attainment are in line with national expectations with some pupils working above this level. In health related exercise pupils know and understand the effects of exercise and how to perform simple warm up and stretch routines. Their knowledge of the basic skills in badminton, football and touch rugby is sound and pupils are able to apply these skills in a game situation. In a badminton lesson pupils were able to use the smash to good effect in order to win points. Pupils recognise the importance of rules and can apply them in a game situation. The understanding of tactics is developing and pupils can, for example, outwit an opponent in a 2 versus 1 situation in rugby. In gymnastics they can devise sequences and are beginning to perform these with greater clarity and fluency. Pupils can move apparatus in a responsible way. When given the opportunity they can plan and evaluate their own work and the work of the group.

190. By the end of Key Stage 4 attainment is in line with the standard expected nationally. In a year 10 GCSE lesson pupils were able to carry out fitness testing procedures and to keep a record of their results. They understood that the different tests measured different types of fitness. In basketball all pupils were able to perform the basic skills of the game but were less good at devising a drill in order to practice these skills. Planning and evaluating skills are less well developed although pupils did demonstrate that they could do this when set a specific task, in pairs, of teaching each other the set shot. Pupils at this key stage have a good understanding of the principles involved in maintaining an active and healthy life style. In games, Key Stage 4 pupils show very good knowledge and understanding of rules and terminology.

191. The vast majority of pupils, at both key stages, are making good progress. Pupils with special educational needs and those with marked ability also make good progress and are aided in this with teaching, which takes account of their needs and provides the maximum possible opportunity for success through sensitive grouping., Progress is good when teaching presents an appropriate challenging context such as in Year 8 gymnastics when pupils were challenged to work together to create a group sequence or in Year 8 football where goalkeeping skills had to be applied on a game situation. There was a good example of dialogue and discussion in GCSE work where pupils made progress in their understanding of the different types of fitness and of how to measure them.

192. The attitude and behaviour of pupils within all lessons is to be applauded. The response of pupils to lessons, teachers and their peers is consistently good and often very good. There is a very good working ethos within the physical education department. Pupils and teachers work well together; are sensitive to the views of others; confident in expressing their views, and tolerant and supportive. Boys and girls work very well together. The pupils enjoy the work and rarely miss lessons. When they do have to do so because of illness and injury they still participate by helping or by completing a worksheet.

193. Teaching is always at least good and sometimes very good. When teaching is very good planning is supported by and reflects very good schemes of work. Teachers use a mixture of teaching methods such as exposition, directed questioning, guidance, discussion and reflection. All teachers have very good knowledge of activities, physical education and pupils. This is a strength of the department, and, because of this, assessment is used very well to inform planning and to give pupils feedback in order to enhance their learning. Teachers organise pupils, time and equipment well and present physically, and usually cognitively, challenging activities. Very occasionally teachers could use the planning and evaluating elements of the attainment target to greater effect. Expectations and demands are high and are met by the pupils. Teacher and pupil relationships are of a very high order and a feeling of warmth and respect pervades the department. There is consistency in the approach to non-participants.

194. The issues, which were identified for action in the last inspection report, have all been addressed. The older pupils now have some access to off-site facilities but this provision is still only at a bare minimum and an increase would greatly enhance the scope of the programme offered to the older pupils. Of greater concern is the allocation of time for the subject at both key stages which is under what is recommended nationally. The carousel arrangement at Key Stage 4 is not a good one. The planning and assessment procedures are a real strength of the department. These have evolved through continuing department evaluation and discussion. There is a comprehensive recording and

reporting system with good records of progress, which are used by all teachers. The extra curricular provision is good. A range of non-competitive and competitive opportunities are provided and these are well supported by the pupils and other teachers who make a good contribution to the work of the department. There are clear roles and responsibilities within the physical education department. Teachers work as a team and have a common shared philosophy. The department is well led by the head of department. The ethos of the department reflects that of the school and in fact does much to promote the aims. There is a strong drive and commitment to high standards and a very good working ethos. Monitoring and evaluation of teaching is carried out in an informal way at present but is due to be carried out in a more formal way next term. There is a continuing problem with the gym floor, after a flood, but the school is aware of this and is monitoring the situation.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

195. The team of 12 inspectors visited the school for a combined total of 48 days. During the week of the inspection over 116 hours of teaching was observed and the team observed 144 whole lessons or parts of lessons, many morning and afternoon registration and form-tutor sessions, assemblies and extra-curricular activities.

196. All full-time teachers at the school, with the exception of those who only teach RE, were seen teaching, most several times. Forty six discussions were held with Governors, the headteacher, the senior management team, all heads of department and other staff responsible for particular policies or aspects of the school's work. Inspectors had other discussions with a range of non-teaching and support staff.

197. Inspectors looked in depth at all the work of a representative sample of pupils in each year group, held formal discussions with these pupils and talked informally with many more.

198. Documentation provided by the school about all aspects of its work was analysed by the team in detail before and during the inspection. Three meetings were held at the school before the inspection – with the Governing Body, with teaching staff and with parents at a specially arranged meeting. The team considered responses from 286 parents to a questionnaire about their opinions of the school. The inspection team gave feedback on their performance to all teaching staff. The Registered Inspector reported after the inspection to the senior management team and to the Governing Body.

DATA AND INDICATORS

199. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 – Y11	621	23	132	180

200. Teachers and classes

Qualified teachers (Y7 – Y11)

Total number of qualified teachers (full-time equivalent)	41.50
Number of pupils per qualified teacher	15

Education support staff (Y7 – Y11)

Total number of education support staff	6
Total aggregate hours worked each week	168

Percentage of time teachers spend in contact with classes:	72.6
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Average teaching group size:	KS3	20
	KS4	18

201. **Financial data**

Financial year:

1998/1999

	£
Total Income	1975908
Total Expenditure	1927988
Expenditure per pupil	3165.83
Balance brought forward from previous year	6150
Balance carried forward to next year	54070

202. PARENTAL SURVEY

Number of questionnaires sent out:	621
Number of questionnaires returned:	286

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	53.3	4.2	2.5	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	44.2	48.8	3.9	2.8	0.4
The school handles complaints from parents well	28.5	49.4	17.2	3.7	1.1
The school gives me a clear understanding of what is taught	43.3	47.2	7.4	2.1	-
The school keeps me well informed about my child(ren)'s progress	55.5	39.6	3.5	1.4	-
The school enables my child(ren) to achieve a good standard of work	52.5	43.3	2.8	1.4	-
The school encourages children to get involved in more than just their daily lessons	41.7	46.6	7.8	3.5	0.4
I am satisfied with the work that my child(ren) is/are expected to do at home	46.5	43.7	5.9	3.5	0.3
The school's values and attitudes have a positive effect on my child(ren)	46.5	44.0	6.3	2.5	0.7
The school achieves high standards of good behaviour	45.2	41.7	10.6	1.4	1.1
My child(ren) like(s) school	52.0	40.6	5.0	0.7	1.8