

# INSPECTION REPORT

## **SOUTHLANDS HIGH SCHOOL**

Chorley

LEA area: Lancashire

Unique reference number: 119738

Headteacher: Mr H Crossan

Reporting inspector: Ted Wheatley  
10013

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> September 2001

Inspection number: 180730

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 – 16
Gender of pupils:	Mixed
School address:	Clover Road Chorley Lancashire
Postcode:	PR7 2NJ
Telephone number:	(01257) 414455
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Gee
Date of previous inspection:	13 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Southlands High School has 1,007 pupils aged 11-16 and has almost an equal mix of boys and girls. It is a little larger than other 11-16 comprehensive schools and is increasing in size. The school is on the outskirts of Chorley and draws pupils from a broad range of home backgrounds, including areas of social disadvantage. The school has a smaller than average proportion of pupils who come from ethnic minorities; three have English as an additional language but none are in the early stages of English language acquisition. The percentage of pupils entitled to free school meals is broadly average. The percentage of pupils with statements of special educational needs is above average and the proportion on the school's register for special educational needs is close to average. Attainment on entry to the school fluctuates but is generally below average – much as it was at the last inspection.

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

This is a very good school that has improved since it was last inspected. Standards are rising and pupils make good progress; results in national tests and examinations are well above those of similar schools. Teaching is good and makes a significant contribution to pupils' learning. The school is very well managed. There is a very clear understanding about what the school needs to do to improve further and its senior management provides excellent direction for development. The school gives good value for money.

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

- The great majority of pupils make good progress and the results of national tests at the end of Year 9 and in the GCSE examinations are well above those of similar schools.
- The attitudes and behaviour of pupils are very good.
- Teaching is good and a high proportion is very good.
- Leadership is very good and the headteacher and senior management of the school provide excellent direction for further improvement.
- Assessment procedures are excellent and are very effective in helping the great majority of pupils to raise their levels of attainment.
- The school makes very good provision for the differing academic, personal and social needs of the majority of pupils.
- The school's procedures to support and develop the skills of teachers and all other staff are very good and contribute to the standards pupils attain.

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

- There is a very small proportion of pupils for whom the school does not consistently match work to identified needs.
- Marking of pupils' work does not consistently provide sufficient guidance to help pupils raise their levels of attainment.
- A small proportion of pupils are late to arrive at school.
- Accommodation is insufficient for the increasing numbers of pupils.

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

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

The school has made good progress on the key issues raised at its last inspection, in October 1997. All pupils now receive sufficient time for music in Years 7 to 9. Vocational education is now well

organised and assessment is used effectively to identify those pupils with specific educational and training needs. Staff involved with vocational education are well trained and supported. The use of information and communication technology in science is now good. Staff have been trained and there is improved access to computers and software. Standards have risen and teaching has improved since the last inspection. The capacity for further improvement is very good.

## STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with				<b>Key</b> well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	B	C	B	A	

In the national tests taken at the end of Year 9 in 2000, standards were above average overall. In English and mathematics the proportion of pupils obtaining the average Level 5 or higher was broadly average and in science it was above average. In all three subjects the proportions of pupils obtaining the higher Level 6 or better was above average. Compared with similar schools, standards were well above average overall. Over time standards are rising, but at a slower rate than that seen nationally. The 2001 results for which national comparisons are not yet available show a small fall in the percentage of pupils obtaining Level 5 or higher in English and results being maintained in mathematics and science. Standards of work seen during the inspection were similar to the results.

In the GCSE examinations taken in 2000, the percentage of pupils obtaining five or more A\*-C grades was well above the national average, while the percentage obtaining five or more A\*-G grades was below average. In 2001 the proportion of pupils obtaining five or more A\*-C grades at GCSE was similar to 2000 and the proportion of pupils obtaining one or more A\*-G grades at GCSE increased. The school exceeded its published targets for five or more A\*-C grades by a large margin and this reflects the sustained effort of staff to work with pupils to achieve or surpass their individual targets. Work seen during the inspection reflects the standards achieved in examinations.

Taking into account that pupils enter the school with below average levels of attainment and that by the end of Year 11 they are producing results that are above national average standards, and well above by comparison with similar schools, pupils' progress is good. Pupils of all capabilities generally achieve well. Pupils with special educational needs generally make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to school. They show a high level of commitment and enthusiasm both to work and the wide range of activities provided by the school.
Behaviour, in and out of classrooms	Behaviour is very good. In lessons pupils work very hard and take pride in what they do. Around school, pupils respect the buildings and resources.
Personal development and relationships	Pupils show a high level of personal responsibility in their work. They work very well with each other and are considerate towards others and other people's opinions. Relationships are excellent.
Attendance	Attendance is good.

## TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Good	Good

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

Teaching is good overall. In just under one third of lessons it is very good and occasionally it is excellent. It is satisfactory in about one fifth of lessons and is rarely unsatisfactory. Throughout the school, teaching is good in English and science and satisfactory in mathematics. In all three subjects there is some very good teaching, especially in science. Teachers' expectations are very high and lead to pupils striving to achieve well, which they frequently do. Relationships in lessons are excellent and contribute to very good management of pupils' behaviour that helps pupils to learn well. Teachers plan lessons well. They use a wide range of teaching methods and a good selection of resources to promote learning. Homework effectively supports work done in school. The teaching helps pupils to develop skills to work on their own. Overall, day-to-day marking of work is sound, but there are inconsistencies in the quality of feedback it provides for pupils to help them make further progress.

The teaching of literacy throughout the school is very good and there is a well established literacy policy that is apparent in the work of all subjects. Overall, the teaching of numeracy and information and communication technology skills are good.

Generally, the needs of pupils of all capabilities are met. The highest attainers are challenged because there is often work to extend their experiences and capabilities. The teaching of pupils with special educational needs is usually good. For a very small proportion of these special educational needs pupils, work is not always matched closely enough to their needs, so learning is satisfactory rather than good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is good and the range of learning opportunities for pupils in Years 10 and 11 is very good, particularly the provision made for some lower attaining pupils and those for whom an academic curriculum is not totally suitable.
Provision for pupils with special educational needs	Provision is good overall, with well structured individual education plans. However, on occasions, work in lessons does not match the needs identified.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good for moral and social development and good for cultural development. Provision for spiritual development is satisfactory. Overall, provision for personal development is good.
How well the school cares for its pupils	The school provides a high level of care for its pupils. Procedures to promote acceptable behaviour are very good. The means used to assess pupils' attainment and progress are excellent and good use is made of the information to plan the curriculum. The procedures to monitor and support pupils' academic progress are very good.



Parents have a very positive view of the school and appreciate the level of communication that staff work hard to maintain.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher, senior management and others in management positions provide excellent direction for further improvement.
How well the governors fulfil their responsibilities	Governors have a sound understanding of the strengths and areas for development of the school and are doing much to increase their knowledge of how the school works. They work closely with the headteacher and senior staff in planning the next steps to take.
The school's evaluation of its performance	The school has very effective procedures to observe and evaluate teaching and to set performance targets for all staff. Priorities for development are very appropriate and very clearly based on the school's evaluation measures.
The strategic use of resources	The school has very effective procedures to plan and monitor its expenditure so that it makes the best use of the resources and finances it has access to.

The match of staffing to the needs of the school is very good and the school is well resourced. However, accommodation is unsatisfactory for the increasing population of the school and some rooms are too small.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teaching is good and the school has high expectations.</li> <li>• Children make good progress.</li> <li>• Children behave well in school.</li> <li>• Parents are kept well informed about their children's progress.</li> <li>• The school works well with parents and deals with their questions and concerns well.</li> <li>• The school is well led and managed.</li> <li>• Their children become mature and responsible.</li> <li>• There is a good range of activities outside of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• A small proportion of parents consider that there is too much homework.</li> </ul>

The inspection team generally agreed with the strengths that parents identified and found that the amount of homework provided is good and linked well to the work that pupils do in lessons. At the

meetings held for parents before and during the inspection, parents expressed support and praise for the work of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The great majority of pupils make good progress.**

1. Overall, pupils make good progress in English, mathematics and science as they move through the school. In Year 7, they start from a point that is below average, and well planned work that builds on previous knowledge and is challenging and interesting encourages their involvement.
2. By Year 9, in English, pupils are articulate; they read and speak well and readily discuss ideas either in whole class or small group situations. Teaching is challenging and provides many opportunities for pupils to increase their vocabulary, discuss and develop their oral skills and to write in various styles. This has a positive impact. The highest attainers have a wide vocabulary and use it accurately in their speech. All pupils speak with confidence and expression. Their writing skills are broadly average but a significant proportion write well using a wide range of styles. The majority write with grammatical accuracy and correct spelling. In mathematics, standards are above average overall. Average pupils develop a sound understanding of properties of geometric shapes and competent calculation skills. Teaching provides many opportunities for pupils to practise and consolidate mathematical skills. Higher attaining pupils show a good grasp of mathematical processes and are painstakingly careful in presenting their written work in a clear, logical way so that it shows their working. In science, standards are above average. Teachers are knowledgeable, provide accurate explanations and ask searching questions. The majority of pupils have a good understanding of the work they cover. The highest attainers, for example, know how the different joints in the human body work and can explain how with reference to a skeleton. The lowest attaining pupils struggle with explanations but their understanding is not significantly below average. Opportunities to work independently are provided and pupils respond well to this, making good progress.
3. The good progress the pupils make is illustrated in the test results for 2000 at the end of Year 9. These show that standards were above the national average overall in mathematics and science and average in English. These results were better than those achieved in other similar schools.
4. The good progress pupils make is sustained throughout Years 10 and 11. In English, pupils' progress in producing well written work in a wide range of styles is good. Teachers' planning builds on previous work and extends the range of styles and vocabulary pupils use. Pupils' vocabulary, use of punctuation and independent writing improves noticeably. The majority of pupils make good progress. In mathematics, the highest attainers have good mental calculation skills, solve quadratic equations and handle geometric functions well. The lowest attaining pupils use equations competently, for example to work out the radius of a circle from a given area. Pupils' progress is generally good. In science, the highest attaining pupils make good progress in their understanding and, for example, write knowledgeably and accurately about the properties of organic chemicals. Average pupils make good progress in developing a good grasp of balanced and unbalanced forces and the lowest attainers make good progress in learning about energy transfer. Teachers use the wide range of assessment information available very effectively, planning work, setting targets and supporting pupils so that pupils progress at a fast pace.
5. The good progress through Years 10 and 11 was confirmed by the school's good GCSE results in 2000. These show that standards are higher than the national average, exceeding the school's targets for five or more A\*-C grades by a wide margin.
6. Pupils' literacy skills are generally good and play a significant role in how well pupils make progress and perform in public tests and examinations. A whole school literacy policy is well established within all departments and it is working well.
7. Throughout the school, the backgrounds and prior experience of all pupils are taken into account and play a significant part in guiding teachers' planning and the targets they produce for pupils. For example, the work done by staff to provide carefully tailored courses for pupils who do not

cope well with conventional GCSE courses or have learning difficulties is good and has started to have a positive effect in terms of involvement and improved attendance.

**The attitudes and behaviour of pupils are very good.**

8. Pupils' attitudes are very good in all aspects of their life in school. In almost all lessons pupils' behaviour is very good. Pupils work hard and with enthusiasm, mainly because teachers establish excellent relationships based on respect and fair but firm application of the school behaviour policy. Pupils' concentration is good; they listen carefully to what teachers say and to each other in class discussion or when they work in small groups. When they work independently they sustain their concentration and work maturely and sensibly. Pupils' motivation is high and they research work they undertake independently. For example, in a Year 11 design lesson pupils followed up the teacher's suggestions by seeking further information on oriental designs by using Japanese newspapers and the Internet.
9. Scrutiny of work in books and folders shows that pupils take a great pride in the quality of presentation, both written and illustrative. Work is usually careful, painstakingly accurate and completed on time. Pupils complete homework in a similar manner and keep homework journals up to date so that they know when work is due in. They show a high level of responsibility in their approach to work.
10. Around school pupils are well behaved and generally considerate of each other. They know what is acceptable behaviour and treat the school buildings, resources, adults and other pupils with respect. At breaks and lunchtimes, for example, many pupils use the main hall, dining hall and other public areas. They behave very well; they talk to each other sensibly, move round what are quite crowded areas and eat snacks or packed lunches without dropping litter. Pupils of all ages mix and socialise very well.

**Teaching is good and a high proportion is very good.**

11. Teaching is good and has improved since the last inspection. In just under one third of lessons it is very good and occasionally excellent. It is satisfactory in about one fifth of lessons and is unsatisfactory only on rare occasions. Teaching is good in English and science and satisfactory in mathematics. There is very good teaching in most subjects. As a result, given their starting points, the great majority of pupils achieve well.
12. There are several significant characteristics of the very good teaching in English, mathematics, science and in the small number of lessons seen in other subjects. The expectations that teachers have of what pupils can achieve and the high quality of work provided that challenges and interests pupils are particular strengths. Teachers plan work carefully to meet the needs of pupils in the great majority of lessons. For example, in a Year 11 English lesson, the teacher checked each pupil's progress and provided suitable work to develop pupils' skills of using similes and metaphors in sentences. Teachers' subject knowledge is good and is evident in the good planning of lessons, the quality of discussion, explanation and questioning frequently seen in lessons. Teachers establish excellent working relationships in lessons based on a high level of respect for each other's opinions. They take pupils' ideas and opinions into account and consequently pupils do the same; the result is a very good climate for learning in which pupils confidently contribute to discussion, even when they are not secure in what they know or understand. The excellent relationships and very good learning environment lead to very good management of pupils' behaviour – and the very good behaviour that pupils display.
13. The pace of lessons is good and well matched to the abilities of pupils; where there are significant differences in pupils' needs in classes, the pace of work is adjusted successfully. A wide range of approaches and resources are used effectively in individual, small group and whole class work. The good quality of homework set effectively supports work done in lessons. A small proportion of parents feel that there is too much homework, but on balance the quality and amount are right, and suited to the needs of pupils.
14. The teaching of basic skills is generally good. The quality of literacy teaching is very good. It is based on a comprehensive whole school approach that has been adopted by all departments and it has a significant effect on the good progress pupils make. Pupils are encouraged to express

themselves well orally and in writing and are taught ways to present their work clearly and accurately. The teaching of numeracy skills is generally good; a whole school approach is being developed. In most subjects, teachers encourage pupils to use and develop their information and communication technology skills. They are used much better now in science than they were at the last inspection.

**Leadership is very good and the headteacher and senior management of the school provide excellent direction for further improvement.**

15. The school is very well led and managed by the headteacher, senior staff and those in management positions. Senior staff have a very clear direction for how the school should develop, and how management needs to respond to new challenges to take the school forward. Senior staff give excellent direction for development and improvement to raise standards further.
16. There is a high level of awareness among staff of what the school should do to raise standards and a level of commitment to improvement that is outstanding. Staff work very closely together, make sure that they are suitably prepared for developments and that they support each other. The level of consultation between all staff is very high and there is a very effective mechanism to ensure that all take an active part in identifying and implementing areas for improvement. Governors take an active and effective part in planning development and have, for example, played an important part in helping the school develop its long term priorities. The school improvement plan is thorough and detailed and has identified those areas recognised by the inspection team for improvement. It provides a very good framework on which the school can base its planned developments.
17. Heads of department are provided with a good level of independence which they use effectively to carry out curriculum development work with the staff they work with on a day-to-day basis. Their ideas for improvement feed into the school improvement planning process and play a significant part in determining the priorities the school adopts.

**Assessment procedures are excellent and are very effective in helping the great majority of pupils to raise their levels of attainment.**

18. The school's procedures to assess pupils and use assessment information to raise standards are excellent. There are well developed procedures to assess pupils through a range of standard assessment tasks and National Curriculum tests. Excellent use is made of statistical techniques to analyse the available information and then use it to provide targets for pupils, teachers and year groups. Predominantly, the school focuses on targets for individual pupils and makes its greatest efforts to help individuals achieve better than they have or to achieve a higher than expected target. Targets are regularly reviewed and altered taking into account the most recent assessment results, and frequently standards rise because of the high level of involvement of staff in working with pupils to help them improve their work. Pupils' backgrounds and attitudes to learning are also taken into account, so that targets are tailored to the individual needs of pupils. The target setting process has had a significant effect on helping standards to rise from year to year.
19. The available information is also used productively to make comparisons between subjects and teachers and to assist the school with its programme to improve standards. Departments are fully involved in the analytical process and use the targets appropriately for their curriculum planning, staff development and to guide their improvement plans.
20. Pupils are kept well informed of their levels of attainment so that they are also fully involved in the target setting process. The results of the different assessments are not automatically shared with pupils, but should pupils or parents wish to see them they are made available so that targets or predictions for examinations can be discussed openly.
21. Before and during the inspection, parents and pupils expressed their high regard for the efforts teachers make to help pupils progress well. They paid tribute to the extra time given by teachers to support and guide pupils who have temporary and long term learning difficulties. Inspection evidence supports this positive view.



**The school makes very good provision for the differing academic, personal and social needs of the majority of pupils.**

22. The school has carefully identified its highest attaining pupils and has designed an effective programme of activities to address their learning needs. Within lessons, work is well tailored to their needs; it is challenging and helps pupils to develop their skills, knowledge and understanding. In the great majority of lessons extension work makes pupils think deeply about the subjects they study and to develop a wide range of knowledge. The curriculum provides challenging opportunities and a broad range of choices for the highest attainers at GCSE.
23. The school has also addressed well the learning needs of pupils for whom a full range of GCSE courses is not suitable. It has used the wide range of assessment information available effectively to identify those pupils who would benefit from different courses. As a result, the school has produced a particular range of courses (Pathway 2) from which some pupils can choose the particular route they wish to follow and which ultimately lead to GCSE qualifications. The approaches are varied, involving community work, visits to business and work outside of school. A great deal of independent work is involved and, while still in its early days, the initiative is starting to have a positive effect on the attendance of the pupils involved and the high level of involvement of pupils in their own learning.
24. The school provides an extensive range of out of school activities. On offer are the Duke of Edinburgh Award, foreign visits and trips away within the country, various fund raising activities, study tours, for example, to Euro-Disney to study the film industry, many sports, music activities and concerts, drama productions, subject-related activities and subject support groups and community action groups. The involvement by pupils is high and both parents and pupils treat these activities as an essential part of being at the school.

**The school's procedures to support and develop the skills of teachers and all other staff are very good and contribute to the standards pupils attain.**

25. The school's procedures to provide performance targets for teachers and other staff are very good and are having a positive effect on the quality of teaching. Staff are fully involved in the process and treat it as a necessary part of their own professional development as well as part of helping the school maintain or improve the standards obtained by pupils. Newly qualified teachers are very well supported by mentors and a programme of activities to support their development. New staff to the school are also well supported so that they rapidly settle into the school.
26. To support staff, the school provides a comprehensive programme of support and training, well linked to the school improvement plan but taking into account individual needs of staff. For example, in science all staff have received extensive training to develop and extend their expertise with information and communication technology. This has led to considerable improvements in the quality of experience that pupils now receive in science lessons. Annual reviews of all departments involving analysis of subject development plans and the implications for staff development are effective in ensuring the process of improvement continues. Funding is carefully allocated to support training and technology college funds are well used to support this process.

## **WHAT COULD BE IMPROVED**

**There is a very small proportion of pupils for whom the school does not consistently match work to identified needs.**

27. Generally, the provision for pupils with special educational needs or who are lower attainers is good. Individual education plans are well prepared by staff with responsibility for special educational needs. In most subjects and lessons, pupils' targets are translated into subject-specific activities that positively support pupils' learning – and they make good progress. However, in a very small proportion of lessons, pupils' targets from their individual education plans are not sufficiently well linked to suitable work, so that while these pupils make sound progress it is not as good as it could be. For example, in an otherwise sound science lesson, the

fast pace of work, which suited the majority, left two pupils with statements struggling because there was no specifically planned work to help them, despite the intervention of a learning support assistant that partially resolved the situation.

**Marking of pupils' work does not consistently provide sufficient guidance to help pupils raise their levels of attainment.**

28. A great deal of marking is thorough and provides clear guidance to pupils on how well they are learning, whether the standards they reach are suitable for them and what they need to do to improve their work. However, in a significant number of pupils' books the marking is thin. In these instances there are few comments to inform pupils of how well they perform and what they should do to improve. For example, comments like "good" are used to cover work done over a long period of time with no indication of what an obviously very capable pupil could do to extend his or her understanding. "Not finished", or similar comments are sometimes used with no follow up to show that the teacher is monitoring whether or not a pupil does complete work.

**A small proportion of pupils are late to arrive at school.**

29. The great majority of pupils arrive at school punctually, in spite of considerable difficulties with long term roadworks going on around the school. However, some pupils, who walk to school as a matter of course, regularly arrive late and, although they are aware of the fact they are late, school pressure is not having enough effect on helping them change their habits. The result is that some pupils arrive during registration time, missing notices and activities taking place at that time.

**Accommodation is insufficient for the increasing numbers of pupils.**

30. The school does not have the space to enable classes to be taught in specialist rooms when they are needed. Space is well used and the school has adapted and modified accommodation to make the best use of what is available. In particular, it has increased the size of dining areas by converting an entrance hall, created space for computer suites by splitting large classrooms and increased office space and practice rooms by converting corridors and storage areas. However, many classrooms are too small for the numbers of pupils in classes and this limits the range of activities that can be undertaken. In science at no time can all classes in a year group be taught in laboratories and this restricts the amount of essential practical work that can be done. In view of these shortcomings, the school does well to sustain its good standards of achievement.

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

31. What the school needs to do now is:

- i. ensure that work is consistently matched to the learning needs of all pupils to match the good teaching seen in the great majority of lessons (paragraph 27);
- ii. improve the quality of marking so that comments on their work provides the pupils with clear information about how well they achieve and guidance on what they need to do to improve (paragraph 28)
- iii. improve the punctuality of pupils by:
  - increasing the presence of staff at the times pupils arrive at school; and
  - working with pupils who are frequently late to help them appreciate the importance of arriving at school on time (paragraph 29); and
- iv. improve the school's accommodation by working with the local authority to explore ways to increase available and suitable space for teaching and learning (paragraph 30).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	22	9	1	0	0
Percentage	2	28	48	20	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 0

### Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1,007
Number of full-time pupils known to be eligible for free school meals	144

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	36
Number of pupils on the school's special educational needs register	200

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	6.4
National comparative data	7.7

Unauthorised absence	%
School data	0.7
National comparative data	1.0

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

### Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	101	105	206

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	62	71	78
	Girls	82	69	63
	Total	144	140	141
Percentage of pupils at NC level 5 or above	School	70 (62)	69 (65)	68 (70)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	29 (28)	48 (40)	37 (22)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	87	69	83
	Girls	94	68	79
	Total	181	137	162
Percentage of pupils at NC level 5 or above	School	88 (67)	67 (68)	80 (73)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	38 (33)	45 (41)	52 (32)
	National	31 (31)	39 (37)	29 (28)

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

### Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2000	101	86	187

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	62	90	96
	Girls	56	77	82
	Total	118	167	178
Percentage of pupils achieving the standard specified	School	63 (49)	89 (86)	95 (96)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	42 (39)
	National	38.4 (38.0)

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

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	29	86.2
	National		n/a

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	994
Any other minority ethnic group	6

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	61.4
Number of pupils per qualified teacher	16.4

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

Total number of education support staff	11
Total aggregate hours worked per week	378

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

Percentage of time teachers spend in contact with classes	79.3
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	21.8
Key Stage 4	19.2

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	13

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	29	1
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/2001
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	£
Total income	2 532 499
Total expenditure	2 484 785
Expenditure per pupil	2 557
Balance brought forward from previous year	105 256
Balance carried forward to next year	152 970

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1,007
Number of questionnaires returned	281

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	6	1	1
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	42	51	4	1	2
My child gets the right amount of work to do at home.	29	55	12	2	2
The teaching is good.	53	44	2	0	1
I am kept well informed about how my child is getting on.	45	46	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	65	32	2	0	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	0
The school works closely with parents.	41	47	7	1	2
The school is well led and managed.	51	41	4	0	4
The school is helping my child become mature and responsible.	52	42	4	0	4
The school provides an interesting range of activities outside lessons.	55	38	2	1	3

### Other issues raised by parents

Meetings with parents were held before the inspection and during the inspection week for parents of pupils in Year 7. At both meetings, parents were very supportive of the school and praised the high level of commitment of teachers.