

# INSPECTION REPORT

**Thornleigh Salesian College**

BOLTON

LEA area: Bolton

Unique reference number: 105264

Headteacher: Rev M Williams SDB

Reporting inspector: Tom Comer  
15109

Dates of inspection: 27 – 29 March 2000

Inspection number: 184002

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 - 19
Gender of pupils:	Mixed
School address:	Thornleigh Salesian College Sharples Park Astley Bridge Bolton Greater Manchester
Postcode:	BL1 6PQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Victoria Bramley
Date of previous inspection:	12 December 1994

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

### **INFORMATION ABOUT THE SCHOOL**

Thornleigh Salesian College is a large Roman Catholic comprehensive school, educating 1528 boys and girls in the 11-19 age range. The sixth form is called the Bolton Catholic Sixth Form Centre and serves two other Catholic secondary schools as well as Thornleigh. The school's register of special educational needs comprises 297 pupils, including an average proportion with statements. All pupils are fluent in English and no special arrangements are needed for pupils with English as an additional language. An average proportion of pupils are entitled to a free school meal. The school serves a broad social mix including both prosperous areas and some areas of social disadvantage. The attainment of the pupils on entry includes the full comprehensive range and is average overall.

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

This is a good and effective Catholic school with some very good and excellent features. Good teaching ensures that pupils make good progress and reach above average standards at GCSE though girls do better than boys. The test and examination results are improving in line with national trends. The school is very well led and well managed and the school gives good value for money.

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

- The school is very well led and is well managed.
- It has an excellent climate for learning and high expectations for achievement
- Pupils, especially girls, achieve good standards at GCSE.
- The teaching is good.
- Pupils with difficulties in reading make good progress.
- Pupils have very good attitudes and behave well. Relationships are very good.
- Pupils' personal qualities are well developed.

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

- Boys generally achieve less well than girls and could do better, especially at GCSE in English and mathematics.
- Streaming of the pupils from Year 9 in upper and lower ability bands adversely affects the status and self-esteem of the lower band pupils.
- Pupils' good information technology skills are not being applied and extended in all subjects.

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

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

Since the time of the previous inspection in December, 1994, the school has maintained good standards which are improving in line with national trends. Teaching has improved and there is now much more good teaching. Attendance was good and has further improved. The school has vigorously tackled each of the four main issues raised by the previous inspection. Teachers have received training to broaden the range of their teaching methods; the assessment system has become a good feature and report writing is better; the monitoring of the effectiveness of the school's work has also improved.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	B	B
A-levels/AS-levels	C	B	C	

Key	
Well above average	A
Above average	B
average	C
Below average	D
Well below average	E

### Key Stage 3

The overall results of the national Key Stage 3 tests were close to average in 1999 and in line with those of similar schools. They were above average in science and average in English and mathematics. Over the four-year period 1996-99, the results were above average in each of the three core subjects, English, mathematics and science, and improved in line with the national trend over this period. These results are satisfactory overall. Girls achieve well in each of the three subjects but boys could do better. Pupils' reading is generally good and pupils with difficulties in reading make good progress. Pupils' writing is also good but their range of speaking skills is less well developed than their written work. Pupils' mental arithmetic is weaker than their mathematical knowledge and understanding in the case of average and lower attaining pupils.

### Key Stage 4

The GCSE examination results were above average in 1999 and well above average in each of the two previous years. Overall, they were better than those of similar schools. The results were above average in English and science and average in mathematics. Over the last six years, the results improved in line with the national trend. Though boys' and girls' results are both above average, the girls outperform boys, most importantly in English and mathematics. The gap is greater than found nationally and is widening. The boys' relative underachievement is mostly amongst middle and lower attainers: the most able boys do very well in each key stage. This year, the governors have set realistic targets for the school's GCSE examinations.

### Sixth form

The overall attainment of the annual intake of sixth-form students from the three contributory secondary schools is average in terms of their performance at GCSE. In relation to this, the sixth-form results are satisfactory. The A-level results were average in 1999. They were broadly in line with the national average over the three year-period 1997-99, and were above average in 1998.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are proud of it. Boys and girls work well together. They participate enthusiastically in extra-curricular activities.
Behaviour, in and out of classrooms	Very good. Permanent exclusions are rare.
Personal development and relationships	Very good. Pupils are courteous, relaxed and friendly. They are confident in their achievements and relationships between them and with staff are very good. Their work to raise funds for charity is impressive.
Attendance	Good. It is above average and improving.

## TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	Aged 14-16 years	aged over 16 years
Lessons seen overall	good	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.*

Overall, the teaching is good throughout the school and accounts in large measure for the pupils' good standards at GCSE. Teaching was found to be good or better in 70 per cent of lessons. It was satisfactory or better in 96 per cent of the total of 68 lessons seen and was very good or excellent in 18 per cent. Teaching is good in English and satisfactory in mathematics. A very small number of science and mathematics lessons were found to be unsatisfactory. The success of the teaching lies in the high quality of relationships between teachers and pupils, the responsible and co-operative way in which pupils respond and learn, and the teachers' good knowledge of their subjects. However, teachers could give pupils more opportunities to use their initiative and contribute to the quality of lessons, and do not do enough to develop the pupils' learning through the use of information technology. There is some inconsistency between subjects in the setting of homework and also in the marking of written work, especially for lower attaining pupils. The teaching meets the needs of pupils with reading difficulties well but the teaching of pupils with weak numerical skills is not as effective in Key Stage 3 as it could be. The teaching of literacy is sound though pupils need a wider range of opportunities to practise their speaking skills. In mathematics, lower attaining pupils in Key Stage 4 too often work at their own pace and do not receive enough direct teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very broad range of subjects at each key stage and the sixth form. All statutory requirements are met. The school organises pupils in upper and lower ability 'bands' or streams and this adversely affects the status, self-esteem and the motivation of the lower attaining pupils. This is likely to be a contributory factor in the difference in performance between boys and girls.
Provision for pupils with special educational needs	Very good for pupils with reading difficulties but less effective for those with weak numerical skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school's excellent ethos reflects its distinctive Salesian values and its mission statement.
How well the school cares for its pupils	The very good pastoral system monitors pupils' progress and personal development very well and the school takes great care to safeguard pupils' welfare, health and safety.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The Headteacher and senior staff provide strong and effective leadership and the school is well managed. Clear direction reflects the school's aims. Greater input by subjects to whole-school planning would help to identify how improvements can be made to teaching and learning.
How well the governors fulfil their responsibilities	All statutory requirements are met in full. The governors fulfil their duties very effectively but need to reconsider the impact on the self-esteem of the pupils, especially boys, of streaming by ability.
The school's evaluation of its performance	Governors, Headteacher and senior staff monitor the work of the school effectively. They are very clear about the school's strengths and weaknesses
The strategic use of resources	Financial planning is very efficient. The school spends money wisely to obtain best value, for example, through working in collaboration with other schools to obtain discounts.

## 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 enjoy school.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• The school is approachable.</li> <li>• Their children are expected to work hard.</li> <li>• The school is well run.</li> <li>• Their children are helped to become mature and responsible young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Some say that their children do not get enough homework.</li> <li>• Some say that marking is inconsistent.</li> <li>• Some would like more information about their child's progress.</li> <li>• Some feel that the school does not work closely enough with parents.</li> </ul>

Inspectors agree with all of the positive views. However, inspectors find that the school provides information at least as well as other schools. The annual reports are well written and parents also receive interim reports, which is more than is legally required. The school is very large and in that context it works with parents as closely as can be expected. As the parents say, the school is approachable and open. Inspectors agree with parents about marking and homework, especially for lower attaining pupils.

## **PART B: COMMENTARY**

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

#### **The school is very well led and well managed**

1. This is an effective school which gives good value for money. It provides a high quality of education for its pupils and enjoys a good reputation for academic and personal achievement. The Headteacher and senior staff provide very strong and effective leadership and consequently staff morale is high. The Headteacher and senior staff ensure an effective climate for learning and the management of pupils' personal development is very effective, sensitive and caring.

2. The school is managed well. It is well regulated and runs smoothly. The governors are well organised and hard-working and their broad expertise and experience are of great benefit to the school and support its Catholic ethos. All statutory requirements are met in full. Pupils are safe and happy and relationships are very good. Financial management is very effective and the school takes effective action to ensure that money is spent wisely and achieves good value. Good resources for learning are used efficiently. Because of the tight budget, there have been reductions in staff but the effects of this have been well managed and standards have been maintained.

3. The Headteacher and senior team rigorously analyse the school's overall performance and performance of subject departments. This assists the governors so that they are well aware of the school's strengths and weaknesses.

4. The management of subjects is generally good as is the management of the learning of pupils with special educational needs. Departments submit detailed reports to the Headteacher and the governors which focus on examination results and the outcomes of lesson observations. They also include the extent and effectiveness of staff development, the use of finances and resources, the range of extra-curricular activities, and the outcomes of focused pupil questionnaires, which departments such as science use well to evaluate the effectiveness of curricular provision.

5. The school development plan is thorough and well prepared. It concentrates appropriately on the management of a rising school roll within a tight budget; improving staff welfare; the introduction of performance management and further improving disciplinary procedures. It also focuses on curriculum development, and on raising attainment further at A-level in general, and of boys at GCSE. Spending is carefully planned around the school's priorities. However, the plan does not contain strategies to raise boys' achievement.

6. The previous report mentioned that the staff were not sufficiently involved with school planning, and this remains the case as planning at subject level has little influence on the overall plan for improvement.

#### **The school has an excellent climate for learning and high expectations for achievement.**

7. The school's aims are appropriate to its character and emphasise its distinctive Salesian values and Catholic faith, maximising personal and academic achievements, spiritual

development, morality, happiness and fulfilment, responsibility, respect and understanding for others. The values of the school are totally consistent with its mission statement.

8. Expectations of the pupils are high. Teachers are good role models and care well for their pupils. The very good pastoral system looks after the pupils well. Pupils' progress is monitored effectively by form tutors and their personal development is very effectively monitored by Year Heads. Under-achieving Year 11 pupils are identified in the Spring term and their progress is carefully supported by many teachers who volunteer for this work. Discussion with Year 11 pupils shows that they value this help and find it beneficial.

9. Monitoring and procedures to improve attendance have been effective in raising the overall attendance figures. Monitoring of behaviour and the handling of unacceptable conduct are also effective. Pastoral reports, written by Year Heads and academic summaries written by form teachers are high in quality. Pupils are expected to work hard and to become mature and responsible young people.

### **Pupils, especially girls, achieve good standards**

10. Parents expressed satisfaction with standards at the meeting held between them and the Registered Inspector. Thornleigh College is a truly comprehensive school. The abilities of the annual intake of pupils to Year 7 include the full range and are broadly average overall. Pupils make satisfactory overall progress in Key Stage 3 and national tests indicate that, by the age of 14, they reach above average standards. Over the four-year period 1996-99, results were above average overall and above average in each of the three main subjects English, mathematics and science. The results steadily improved, in line with the national picture. Girls make better progress than boys. Over the four-year period, girls did better than boys in each core subject and the differences were greater than found nationally. In 1999, the results of the tests were average overall and similar to other schools with similar intakes.

11. The test results fluctuate considerably in each of the three subjects. The English results were average in 1997, well above average in 1998 and average again in 1999. The mathematics results were above average in 1997 and 1998, but average in 1999. The science results were average in 1997, and above average in 1998 and 1999. In relation to the pupils' attainment at the beginning of Year 7, standards at age 14 are satisfactory.

12. The GCSE results are consistently above the national average and are improving at a similar rate to the national trend. Both the average points score per pupil, and the proportion achieving grades A\*-C in five or more subjects, are above the national average and are better than those of most schools with similar intakes of pupils. However, the proportion of pupils achieving grades A\*-G in five or more subjects is broadly in line with the national average but below those of most similar schools.

13. Although the boys' GCSE results are above average, the girls' results are well above average. In 1999, the GCSE results were well above average in business studies, religious education and Spanish. They were above average in English, history and physical education, average in mathematics, English literature, art, French and geography. The results are very creditable in English literature given that all Year 11 pupils take the examination. It is difficult to compare the science results accurately with national data because of a complicated pattern of examination entry. A small number of pupils take Latin and, in 1999, all of the candidates achieved a grade C or better. Small numbers of pupils were also entered for music and for drama and the results in these subjects were in

line with national averages.

14. In Key Stage 4, all pupils take short GCSE courses in information technology and in one of a range of design and technology subjects. In 1999, results were average in graphics and in food technology but were below average in resistant materials.

15. The governors did not set targets for GCSE in 1999 but have set realistic goals for 2000 and are aiming for an average points score of 42.5 and as against 42.1 achieved in 1999.

16 The performance at GCSE of the annual intake of students from the three contributory secondary schools to the sixth form is broadly average. During the past three years, the sixth-form A-level results have fluctuated around and close to the national averages and improved in line with the national trend. The results are satisfactory in relation to the students' attainment at the start of Year 12.

17. In 1999, the A-level results were broadly in line with the national average. They were average in 1997 and above average in 1998. They were average overall in English, mathematics and science subjects. The results were above average in English literature though below average in English language. They were average in biology and chemistry but below average in physics. Students have a good range of mathematics courses from which to choose. The mathematics results were above average in traditional mathematics and in further mathematics though below average in the mathematics 16-19 course, which tends to be taken by the weaker students. Very few students choose to study modern languages in the sixth form. The school offers a good range of vocational courses. The results in NVQ administration and in RSA courses were very good. The GNVQ Advanced results were below average but these courses tend to be taken by students with modest GCSE results and results are in line with what could be expected.

18. Observation of lessons and examination of written work showed that pupils' and students' standards are consistent with the examination and test results. They are broadly average at the end of Key Stage 3, above average at the end of Key Stage 4, and average in the sixth form. In view of the pupils' attainment on entry to the school, their achievements are satisfactory at Key Stage 3 and in the sixth form and good at Key Stage 4.

### **The teaching is good**

19. Overall, the teaching is good throughout the school and accounts for the pupils' good standards at GCSE. Good teaching was found in 70 per cent of all lessons. It was found to be satisfactory or better in 96 per cent of the total of 68 lessons seen and was very good or excellent in 18 per cent. Teaching is good in English and satisfactory in mathematics. However, a very small number of science and mathematics lessons were unsatisfactory.

20. The strengths of the teaching lie in the high quality of relationships between teachers and pupils, the responsible and co-operative way in which pupils learn, and in the teachers' good knowledge of their subjects.

21. Teaching meets the needs of pupils with reading difficulties well but the teaching of mental numerical skills to the lowest attaining pupils is not as effective in Key Stage 3 as it could be. Teaching of literacy is sound though pupils need a wider range of opportunities to practise their speaking skills. In mathematics, lower attaining pupils in Key Stage 4 too often work at their own pace and do not receive enough direct teaching.

22. In general, teachers should give pupils more opportunities to take initiative and contribute to the quality of lessons in Key Stages 3 and 4, and do not do enough to develop the pupils' learning through the use of information technology.

23. There is some inconsistency in the setting of homework and in the marking of written work. In English, marking is regular and encourages pupils to improve their work; it makes effective use of praise and written comments support the work of all pupils effectively. In science, marking is regular but some consists of no more than ticks and crosses. However, modular tests are marked thoroughly and teachers' written comments are clearly designed to help pupils to improve. In mathematics, much of the work is marked by the pupils; consequently, mistakes in punctuation, spelling and grammar, as well as mathematical errors, are uncorrected and pupils have insufficient guidance about how to improve.

### **Pupils with difficulties in reading make good progress**

24. Assessments of the pupils with special educational needs are made regularly, which enable the pupils' progress to be effectively monitored. 'Workshops' concentrate on reading, spelling and handwriting programmes. The teaching of these pupils is consistently good and they respond well to the teachers' high expectations for their progress. The programmes are intensive and records of advances pupils make in their reading ages indicate that they are becoming progressively more effective each year.

25. Reading records show that most pupils with reading difficulties read each day. As a result of their good progress, many pupils are removed from the register of special needs. Though the pupils' attainment is generally below average for their age, it is better than might be expected. Some of the pupils' work reaches average standards and occasionally exceeds them. Their written work is generally well presented with neat and well-formed handwriting. Though pupils with special educational needs have individual education plans, they are not consistently followed in all subjects, and this was particularly evident in science. In contrast, the teaching of number concepts is less effective than the teaching of reading and writing because it does not tackle basic weaknesses vigorously enough.

### **Pupils have very good attitudes and behave very well. Relationships are very good.**

26. Pupils enjoy school and are proud of it. Their very good attitudes are reflected in the school's good attendance figures. Pupils are eager to learn and the great majority participate enthusiastically in the school's vast range of extra-curricular activities.

27. Pupils are courteous, relaxed and friendly. They co-operate well with their teachers and are attentive in lessons. Pupils concentrate well on their work and are eager to complete the written work set for them, both in lessons and at home. They collaborate effectively in pairs and groups. Boys and girls work well together.

28. Behaviour is usually very good in lessons and good around the school; this confirms the parents' positive opinions.

29. Relationships between pupils and with their teachers are very good. Pupils are courteous to one another and to their teachers and visitors. They look after the school's property, such as textbooks and equipment for practical lessons.

### **Pupils' personal qualities are well developed**

30. Spiritual development is a particular strength reflecting the influence of the Salesian Community. An active and very effective full-time chaplain works in the lower school and there is also a chaplaincy based in the sixth form. The large school chapel is well used as a centre for the spiritual life of the school. The quality of religious education and of collective worship are subject to a concurrent inspection commissioned by the governors and carried out by the diocese.

31. The school's values and its mission statement are reflected in its daily work. Pupils are taught right from wrong and the school's code of conduct is well understood. Strong moral guidance is provided consistently, in particular by the form teachers and year heads, by the chaplains, in assemblies, and through the award system. Pupils are considerate and are aware that their actions have consequences for others. In physical education lessons, pupils learn to obey the rules in games and the importance of fair play. They acknowledge the success of others and are quick to applaud their successes.

32. Pupils accept responsibility willingly and easily in many ways, for example, as prefects, members of the School Council or Sixth Form Committee, and as librarians. Strongly linked with the development of pupils' sense of responsibility is their consideration and help for others less fortunate than themselves. The pupils collect substantial sums for charities, especially those concerned with children. Pupils work in their parishes and in the community more widely, for example, with disabled people. Sixth formers help in the school's paired reading scheme, as assistant form tutors, as pupil counsellors in the 'bully-free zone' initiative, and also help in primary schools. A strong sense of community is developed through assemblies.

33. At lunchtimes and after school, many pupils use the school's library and information technology facilities to improve their work or for research. However, teachers do not capitalise sufficiently on the pupils' good study skills, and give pupils relatively few opportunities to plan their own work and study without direct supervision.

34. Cultural development is very good. Pupils have many opportunities to appreciate their cultural heritage and to know and understand the cultural diversity of modern Britain, through visits to theatres, galleries and museums. Many Year 7 pupils participate in a poetry competition. Public speaking is a strong feature, especially with the sixth form. Pupils participate enthusiastically in the vast range of extra-curricular activities which includes organised team games and sport, dramatic and musical activities, clubs and societies. Drama is strong and the current performance of *Jesus Christ Superstar* involves more than 100 pupils.

### **WHAT COULD BE IMPROVED**

#### **Boys achieve less well than girls and could do better.**

35. Boys achieve less well than girls nationally. In this school, however, the difference in

performance between boys and girls is greater than found nationally and the gap is widening.

36. At Key Stage 3, over the four-year period 1996-99, the boys' average points score for the three core subjects in national tests matched the national average for all pupils and was a little above the national average for boys. By contrast, the girls' results were above the national average for all pupils and also above the average for girls. The girls outperformed the boys in each of the three core subjects, particularly in English.

37. The GCSE results show that the boys' average points scores were above the average for all pupils over the three-year period 1997-99 though they were declining and were marginally below average in 1999. The girls' results were well above average and they outperformed boys in each of the years 1997-99, and their results are steadily improving. The differences in performance are most important in English and mathematics.

### **Streaming of the pupils from Year 9 in upper and lower ability bands adversely affects the status and self-esteem of the lower band pupils**

38. From Year 9, pupils are organised in two separate streams or 'bands', of upper and lower ability. Setting is carried out for mathematics in Year 7; for English, mathematics, science and French in Year 8, and for most other subjects in Year 9. The streaming by ability is not essential since there is also setting, which enables appropriate grouping of pupils for the various subjects. A negative consequence of the streaming is that the lower band has low status and this adversely affects pupils' self-esteem and could be counter-productive in the drive to reduce the gap between the attainment of boys and girls.

### **Pupils' information technology skills are not developed sufficiently in all subjects**

39. Pupils are taught essential information technology skills in timetabled lessons throughout Key Stage 3. The teaching is effective and enthusiastic and consequently the pupils are well motivated, make good progress and achieve good standards. All pupils also take a short GCSE course in Key Stage 4, either in Year 10 or Year 11. However, in each key stage, pupils' work in other subjects does not benefit sufficiently from this good provision because most teachers do not plan enough opportunities for pupils to apply and extend their good information and communication technology skills.

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

**In order to make this a more effective school the Governors, Headteacher and staff should:**

**(1) tackle the boys' underachievement relative to girls, especially of average and lower attainers in English and mathematics (paragraphs 13, 21, 35 – 37);**

**(2) reconsider the effect of streaming on pupils' self esteem and motivation, especially of boys (paragraph 38);**

**(3) ensure that pupils have more opportunities to apply their good information technology skills in other subjects (paragraph 39).**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

68

Number of discussions with staff, governors, other adults and pupils

11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	51	26	3	1	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1216	312
Number of full-time pupils eligible for free school meals	132	-

#### Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	32	-
Number of pupils on the school's special educational needs register	297	-

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	27

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.9
National comparative data	1.1

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



### Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	121	120	241

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	64	82	77
	Girls	85	74	76
	Total	149	156	153
Percentage of pupils at NC level 5 or above	School	62 (70)	65 (66)	63 (60)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	25 (46)	29 (38)	23 (29)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	80	80	81
	Girls	102	85	77
	Total	182	165	158
Percentage of pupils at NC level 5 or above	School	76 (68)	68 (69)	66 (61)
	National	64 (62)	64 (63)	60 (62)
Percentage of pupils at NC level 6 or above	School	27 (36)	39 (45)	28 (40)
	National	31 (30)	37 (37)	28 (30)

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

### Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	119	93	212

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	50	105	116
	Girls	64	94	92
	Total	114	199	208
Percentage of pupils achieving the standard specified	School	54 (55)	91 (91)	98 (96)
	National	46 (45)	91 (90)	96 (95)

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

GCSE results		GCSE point score
Average point score per pupil	School	42.1 (42.5)
	National	37.8 (36.8)

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	58	57
	National		n/a

### Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	86	62	148

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	15.2	17.5	16.2 (18.1)	2.7	3.0	2.9 (-)
National			17.9 (17.6)			n/a

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

Vocational qualifications	Number	% success rate	
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	13	62
	National		n/a

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	11
Black – other	8
Indian	8
Pakistani	2
Bangladeshi	0
Chinese	5
White	1487
Any other minority ethnic group	0

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	25	0
Other minority ethnic groups	0	1

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	97.6
Number of pupils per qualified teacher	15.7

*FTE means full-time equivalent.*

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

Total number of education support staff	15
Total aggregate hours worked per week	372

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	77.8
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#### **Average teaching group size: Y7– Y11**

Key Stage 3	24.5
Key Stage 4	20.1

### **Financial information**

Financial year	1999
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	£
Total income	3,502,047
Total expenditure	3,466,166
Expenditure per pupil	2,245
Balance brought forward from previous year	14,270
Balance carried forward to next year	50,151

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1544
Number of questionnaires returned	334

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	48	2	1	0
My child is making good progress in school.	49	47	2	1	1
Behaviour in the school is good.	39	54	4	1	2
My child gets the right amount of work to do at home.	32	54	12	1	1
The teaching is good.	37	58	4	0	1
I am kept well informed about how my child is getting on.	35	53	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	55	40	3	1	1
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	34	50	11	1	2
The school is well led and managed.	57	38	2	0	3
The school is helping my child become mature and responsible.	55	42	2	0	1
The school provides an interesting range of activities outside lessons.	49	40	6	1	4

### Other issues raised by parents

None.