# INSPECTION REPORT

## HOWARD OF EFFINGHAM SCHOOL

Effingham, near Leatherhead

LEA area: Surrey

Unique reference number: 125247

Headteacher: Mrs R Barnfield

Reporting inspector: Mr M Milton
1723

Dates of inspection: 15th to 17th February 2000

Inspection number: 184094

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

## INFORMATION ABOUT THE SCHOOL

| | |
|---|---|
| Type of school: | Comprehensive |
| School category: | Community |
| Age range of pupils: | 11 to 18 |
| Gender of pupils: | Mixed |
| School address: | Lower Road
Effingham
Surrey |
| Postcode: | KT24 5JR |
| Telephone number: | 01372 453694 |
| Fax number: | 01372 456952 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr K Cornwell |
| Date of previous inspection: | 23rd January 1995 |

# INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|---|---|
| M Milton | Registered inspector |
| S Ward | Lay inspector |
| R Allison-Smith | Team inspector |
| J Lovgreen | Team inspector |
| P Metcalf | Team inspector |
| T O'Sullivan | Team inspector |

The inspection contractor was:

Qualitas Education Consultants Limited

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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

# REPORT CONTENTS

# PART A: SUMMARY OF THE REPORT

## INFORMATION ABOUT THE SCHOOL

Howard of Effingham School is a mixed comprehensive school with 1,575 students. There are 324 students in the sixth form. It is much bigger than most secondary schools. Very few students are from ethnic minority backgrounds. The number of students for whom English is an additional language is low, and none of these students is at an early stage of language acquisition. The proportion of students on the register of special educational needs is well below national averages, as is the proportion known to be eligible for free school meals. These students have a wide range of special needs including physical, sensory and learning aspects. The students come from a wide range of backgrounds but most are very advantaged. Students' attainment on entry is well above average. Since the previous inspection (1995), the number of students has risen and improvements have been made to the school's accommodation.

## HOW GOOD THE SCHOOL IS

The school is very effective. Standards are high and teaching is good. Students' achievement is good in Key Stages 3 and 4, and very good in the sixth form. The leadership and management are committed to making the school even more effective. The school provides good value for money.

### What the school does well
- Standards are high.
- There are very high standards in art, design and technology, and modern foreign languages.
- Students make very good progress in the sixth form.
- Teaching was very good or better in more than one-third of the lessons seen.
- Students have excellent attitudes to work and want to do their best.
- There is a very good range of extracurricular activities, particularly in music, drama and sports.
- The school's evaluation of its own strengths and weaknesses is comprehensive and accurate.

### What could be improved
The areas for improvement have already been identified by the school. Some appropriate steps to remedy the weaknesses have already been taken.
- Some aspects of provision for students with special educational needs.
- Students' attainment in information technology, as the important improvements made since September have not had long enough to raise standards significantly.
- Some aspects of curriculum structure which are limiting students' achievement.
- The monitoring and support of teaching as the quality of teaching is too variable.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made a good improvement since the last inspection in 1995. The quality of teaching has improved considerably. At the previous inspection, teaching was satisfactory or better in 85% of lessons and now it is 97%. Standards have risen. For example, both GCSE and A-level results have improved at a faster rate than the national rates of improvement. Since the last inspection, high standards have been maintained or standards have been improved in all subjects except information technology.

For the key issues identified at the last inspection, progress has been patchy. Progress has been satisfactory in matching work to pupils' differing levels of attainment but there are still some lessons where the match is not good enough. The policy and provision for special educational needs have been reviewed and the policy is now sound. A number of improvements have been made, but the school is aware that more are needed. There has been rapid progress in information technology over the last two terms. For example, all Year 10 pupils are now taking a GCSE short course and a new information technology room was opened last September. However,

these improvements are relatively recent and this means, for example, that the standards of many Year 11 students are lower than they should be. All students in Year 10 now take a short GCSE course in religious education, but provision in the sixth form does not meet the requirements of the Agreed Syllabus.

## STANDARDS

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

| Performance in: | Compared with | | | | Key | |
|---|---|---|---|---|---|---|
| | All schools | | | Similar schools | Well above average | A |
| | 1997 | 1998 | 1999 | 1999 | Above average | B |
| | | | | | Average | C |
| GCSE examinations | A | A | A | B | Below average | D |
| | | | | | Well below average | E |
| A-levels/AS-levels | B | A | A | | | |

The Key Stage 3 national test results for English, mathematics and science are well above average for all and similar schools. Similar schools are those with the same proportion of pupils known to be eligible for free school meals. At GCSE, the average result per student is also well above average for all schools, and above average for similar schools. The average result per student is used for the grading in the table above. In the current Year 10, all students are taking the equivalent of an extra GCSE and this will increase the average result per student. The proportion of students obtaining five or more GCSEs at grades A* to C is well above average for similar schools.  In the sixth form, A-level and GNVQ results are well above national averages.

Between 1994 and 1999, the GCSE and A-level results have improved at a faster rate than the national improvement. The art results are outstanding for both GCSE and A level. There are very high GCSE results in modern foreign languages, and design and technology. The results of all subjects are above national averages, except for GCSE information technology. The standards of work seen in the different subjects reflected the standards of their examination results. Students' achievement is good in Key Stages 3 and 4, and very good in the sixth form. The school's targets for results in 2000 are sufficiently challenging and are based on a thorough analysis of assessment data. The school's policy is to make the targets as challenging as is feasible.

## PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|---|---|
| Attitudes to the school | These are excellent. Students are enthusiastic learners and have a pride in their school. Most work hard. |
| Behaviour, in and out of classrooms | There is usually very good behaviour in classes and around the school. Students are trusted in the building outside teaching time, and respond very well to this trust. They behave sensibly in the narrow corridors. |
| Personal development and relationships | These are very good. Students get on well with each other and with adults. They are considerate and naturally supportive. They work well collaboratively and listen to what each other has to say. Many students take part in extracurricular activities, and these provide good opportunities for personal development. Many have well-developed study skills. |
| Attendance | This is very good, and well above average for similar schools. Students move purposefully around the site so that lessons have a prompt start. |

## 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.*

Teaching was satisfactory or better in 97% of lessons seen, very good or better in 37%, and unsatisfactory in 3%.

There are many strengths to the particularly effective teaching. The teachers have very good subject knowledge which is used to stimulate students' interest and to challenge their thinking through clear explanations, stimulating tasks and the use of effective questions which probe, challenge and help students to structure their knowledge. Expectations of behaviour and work are high but realistic. Learning objectives are shared with the students at the start of the lesson, and this helps to give lessons a strong sense of purpose. Feedback to students during lessons and through marking helps them understand what they must do to improve. There is a good understanding of examination requirements, and the teaching helps students to understand and achieve these. Students are actively involved in their learning, and have opportunities to use their own initiative. Classroom management is effective, for example, students move from whole-class teaching to group work quickly and without fuss. There is a brisk pace of learning.

Although the overall quality of teaching is good, in 23% of lessons observed there were weaknesses that reduced students' learning. The weaknesses seen in several lessons included insufficient challenge to students' thinking, a failure to match the work to the range of students' attainment, a slow pace of work, and not providing students with feedback on how to improve their work.

There were no significant variations in the quality of teaching between subjects in the lessons seen during the inspection. Only a few lessons were observed in most subjects. More lessons were observed for English, mathematics and science, and the best teaching was seen in English. The evidence from the few lessons seen and students' work shows that art teaching is of a very high standard. In the lessons seen during the inspection, teaching met the needs of all students including high- and low-attainers. However, the most common weakness in teaching, found in about 10% of lessons seen, was that the work was not sufficiently matched to students' needs.

The school has a literacy policy, and the skills of literacy are effectively taught through different subjects. Numeracy skills are effectively taught in mathematics. Students are enthusiastic learners, and sustain their concentration well. They are very willing to be involved in lessons.

## OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Strengths include the large range of options available in the sixth form, and the flexibility in seeking to meet students' requests for option subjects at both GCSE and A level. Weaknesses are that statutory requirements are not met for all students to study a modern language and design and technology subject at Key Stage 4, and religious education in the sixth form. Curriculum provision in the sixth form is cost effective. |
| Provision for pupils with special educational needs | In the lessons seen, provision was always sound and often good. Occasionally, work was not well matched to students' needs. The 'Toe to Toe' reading programme in Year 7 is good. However, there are weaknesses in some aspects of provision for students with special educational needs. |
| Provision for pupils with English as an additional language | A small number of students have English as an additional language. All are competent in English. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for students' social and moral development especially in English, history, art, music and geography. Students' cultural development is well provided for especially through English, art, music, drama and religious education, although there is insufficient emphasis on the richness and diversity of other cultures. Several subjects provide good opportunities for spiritual development as, for example, students reflect on and interpret the ideas, beliefs and emotions of others. They have good opportunities to learn about and from religions in religious education lessons in Key Stages 3 and 4. |
| How well the school cares for its pupils | Students are well cared for. Heads of year are very effective in monitoring students' behaviour and attendance. The school makes good provision to ensure students' welfare, health and safety. The policy and procedures for child protection are very good. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the headteacher and other key staff | A new headteacher was appointed last September, at the start of the school year. The headteacher and senior managers have a clear vision for the future direction of the school. There is a comprehensive agenda for improvement and this is meticulously planned. The management of subjects is usually good, although a weakness is that heads of subjects do not systematically monitor and support teaching. There is some excellent analysis of examination data but this is not always followed up with appropriate action. |
| How well the governors fulfil their responsibilities | The governing body knows what issues face the school, and is committed to improvement. There is good strategic management. The governing body's |

| | monitoring role is supported by the structure of the school development plan which matches the governing body's system of committees. |
|---|---|
| The school's evaluation of its performance | An excellent feature of management is the school's identification of its strengths and weaknesses, and the clear commitment to remedy the weaknesses. |
| The strategic use of resources | Increasingly, the school is applying the principles of best value. Currently, these principles are applied to a satisfactory extent. However, some of the small teaching groups at Key Stages 3 and 4 are not efficient as the same quality of learning could be achieved with more pupils. A new school development plan is being produced and its priorities for improvement will be closely linked to the budget. A business plan to March 2003 is being produced. |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What some parents would like to see improved |
|---|---|
| • Their children like school.<br>• Their children make good progress with their learning.<br>• Teaching is good.<br>• The school has high expectations of students' work and behaviour.<br>• The staff are dedicated and committed.<br>• Art, music and drama are excellent. | • There is inconsistency in the setting of homework.<br>• They are not well informed about their children's progress.<br>• The school does not work closely enough with parents.<br>• Their concern about unsettled teachers and low morale linked to the change of leadership.<br>• Lower-attainers and pupils with special educational needs do not get enough help and encouragement. |

The inspection evidence supports parents' positive views. The view of some parents that there is inconsistency in setting homework is supported by inspection evidence. The ten-day timetable and some split classes have contributed to this inconsistency, and students report that they sometimes have too little or too much homework. The school has taken appropriate steps to manage GCSE coursework. The homework tasks usually help students learn. Some parents feel they are not well informed about their children's progress. School reports are satisfactory or better, and provide information about students' progress. Some parents of Year 7 students expressed the concern that they do not receive a report until two-thirds of the way through the year, and they would welcome the opportunity to identify any problems before this. This is a reasonable request. At present, the school is reviewing its assessment and reporting arrangements. A few parents reported difficulties in making appointments with teachers for parents' meetings. For parents unable to make appointments, there is a system to help them make appointments for another day. There is little inspection evidence about the extent to which the school works closely with parents. Several parents said they found it difficult to make contact with teachers by phone when they had concerns. The inspection found teachers to be enthusiastic and well motivated, with the best interests of the students' needs at heart. During the lessons seen, lower-attainers received good support and encouragement. However, there are some weaknesses in the provision for pupils with special educational needs.

# PART B: COMMENTARY

## WHAT THE SCHOOL DOES WELL

**Standards are high.**

1.  The Key Stage 3 national test results for English, mathematics and science are well above average for all and similar schools, as they have been since 1997. At GCSE, the percentage of students obtaining 5 or more grades A* to C is also well above average for all and similar schools. The average results per student are well above national averages for all schools and above average for similar schools. The current Year 10 students are taking the equivalent of an extra GCSE and this will increase the average result per student. The percentage of students obtaining five or more grades A* to G is only above average for similar schools, and the percentage obtaining one or more grades A* to G is only average for similar schools. The results of a small number of students reduce the school's comparison with these national averages, but this is an indication that these students could do better. In the sixth form, A-level and GNVQ results are well above national averages.

2.  Between 1994 and 1999, the GCSE and A-level results have improved at a faster rate than the national improvement. The art results are outstanding for both GCSE and A level. There are very high GCSE results in modern foreign languages, and design and technology. The results of all subjects are above national averages, except for GCSE information technology.

**There are very high standards in art, design and technology, and modern foreign languages.**

3.  The GCSE and A-level results in art are outstanding. In 1999, 91% of students achieved A* to C grades compared to the national average of 60.4%, and 54% achieved A* and A grades compared to the national average of 17.7%. At A level, 86.2% of students obtained A and B grades compared with the national average of 47.7%. The students taking A-level art consistently achieve higher grades than expected from their GCSE results, and art adds more value to students' results than any other subject. As an example of the very high standards in art, students in a Year 8 class have a good knowledge and understanding of the work of Chagall and Picasso. They know how to use colour to communicate ideas and mood, and have a good knowledge of colour theory. They use changes in scale to give added interest and emphasis to their compositions. When they appraise their work, they use specialist language and interpret images perceptively.

4.  In GCSE design and technology subjects, 83% of students obtained grades A* to C compared with the national average of 48%, and 47% achieved grades A* and A compared with the national average of 11%. Within the design and technology subjects, the results for graphics products are very high, with 95% of students achieving grades A* to C, and 60% achieving grades A* and A. At A level, all students passed and 64% obtained grades A and B compared to the national average of about 25%. Students taking graphics products make particularly good use of computer graphics. Students have very good designing and making skills.

5.  Standards in modern languages are well above the national average for similar schools. At GCSE, 85% of students achieved A*-C in French and German compared with national averages of about 47%, and 38% achieved grades A and A* compared with national averages of about 18%. At A level, 93% passed and 57% achieved grades A and B compared to the national average of 38%. This success is achieved by teaching which encourages students to use their languages creatively for their own purposes. Their skills in listening, speaking, reading and writing are very well

developed, as is their understanding of the cultures of the countries whose languages they study. Students who study GCSE Latin, partly in their own time, achieve very good results.

**Students make very good progress in the sixth form.**

6.  Standards in the sixth form are very good. The value the school adds to what students achieved at GCSE is outstanding. The school is rated in the top 1% in the country for the improvement made from GCSE to A level by a national value-added analysis. This is achieved by the effort and commitment of the students, good teaching and the very effective monitoring and support of students' progress by the team of sixth form tutors and managers.

7.  There is a very positive ethos in the sixth form. There are very good relationships between teachers and students, and students find teachers approachable and helpful when they have difficulties with their work. Sixth formers are actively involved in the life of the school as, for example, they play a leading role in fundraising for charity and they work with individual students in lower years.  There is a strong sense of purpose in the sixth form and a desire to achieve high standards.

**Teaching was very good or better in more than one-third of the lessons seen.**

8.  There are many strengths to the particularly effective teaching. Teachers have very good subject knowledge which is used  to stimulate students' interest and to challenge their thinking through clear explanations, stimulating tasks and the use of effective questions which probe, challenge and help students to structure their knowledge. For example, in a Year 13 A-level physics lesson on electromagnetism, the teacher used lots of practical everyday examples, and there was an excellent translation of observations into physical laws and equations. In a Year 11 German lesson, the teacher emphasised the key points of syntax and had good strategies for conveying meaning by synonym in German. Expectations of behaviour and work are high but realistic. In a Year 8 art class, the teacher used very imaginative and effective approaches, and insisted on very good behaviour and attention.

9.  Learning objectives are shared with the students at the start of the lesson, and this helps to give lessons a strong sense of purpose. For example, in a drama lesson that used a demanding range of texts, the objectives were shared with students at the start and recorded on the whiteboard. In a Year 9 history lesson, the sharing of objectives at the start was followed at the end of the lesson by a résumé of what had been learnt as the students synthesised their ideas. Feedback to students during lessons and through marking helps them to understand what they must do to improve. For example, in a Year 9 bottom set in English, a student was given the feedback that 'You've moved up to Level 6 because…….'. In geography, the marking scheme helps students to identify what they need to do to improve.

10. There is a good understanding of examination requirements, and the teaching helps students to understand and achieve these. For example, in a Year 13 A-level English lesson on the qualities of successful critical essays, students had marked one anothers' essays using the exam marking criteria, and the teaching effectively teased out the key points about essay technique.  Students are actively involved in their learning, and have opportunities to use their own initiative. For example, in a Year 12 art lesson, the teaching provided very effective support for students' investigations, encouraging wide research and creativity. In a Year 7 religious education lesson, demanding questions actively involved the students in learning about the life of Jesus.

11. Classroom management is effective, for example, students move from whole-class teaching to group work quickly and without fuss. This happened in a Year 9 music lesson where the teacher had high expectations of students' musical skills and behaviour. There is a brisk pace of learning.

For example, in a Year 10 top set for English, the clear focus, varied teaching methods and lively presentation resulted in excellent motivation of the students and, consequently, there was a very good pace of learning. Good use is made of students' literacy and numeracy skills. For example, in a Year 11 mathematics lesson on quadratic graphs, the teacher stressed the important vocabulary and, in a design and technology lesson for Year 9 students, the homework required the students to make good use of their literacy and numeracy skills. In the very good lessons, there was a close match of the work to students' varying levels of attainment. For example, in a Year 9 physical education lesson, there was detailed planning for the very wide range of attainment, and the support teacher was used most effectively to help all students achieve very well.

**Students have excellent attitudes to work.**

12. Students' attitudes to work make a very positive contribution to their progress and the high standards they achieve. They are enthusiastic learners individually, in groups or as a class. Most work hard. They are very willing to engage in oral work. They concentrate and sustain their interest and, for example, in art this is over a period of several weeks. In almost all lessons seen, students were attentive, enthusiastic and motivated. There were a few instances when their attitudes were only satisfactory and this reflected some weaknesses in teaching.

**There is a very good range of extracurricular activities.**

13. There are more than 70 extracurricular activities each week, mainly for physical education, art, music and drama. Large numbers of students are involved in productions. These extracurricular activities include a homework club. The range and quality of provision for extracurricular games and sport is excellent. School teams are fielded in a wide range of sports, and over forty coaching and open-access sessions are run each week. About half of the students take part in these sessions.

**The school's evaluation of its own strengths and weaknesses is accurate and comprehensive.**

14. Middle and senior managers have identified the school's strengths and weaknesses, and there are plans to remedy the weaknesses. Heads of subject and heads of year produce useful annual evaluations of their work together with development plans. A start has been made to a whole-school approach to monitoring. The school's analysis of examination results is excellent and identifies the few subjects where overall results are lower than the school's averages, as well as identifying those subjects and classes which need improvement. External consultants, many from the local education authority, have been used effectively to assist with the review of different subjects. Allied to this effective self-evaluation, there is a strong commitment to provide the best possible education.

## WHAT COULD BE IMPROVED

**Some aspects of provision for students with special educational needs.**

15. Some important improvements have been made since the previous inspection (1995). A full-time special educational needs co-ordinator has been in post since last September, and there is now an office for the learning support department. A good initiative is the 'Toe by Toe' scheme to improve the reading of Year 7 students with reading ages below 10 years. This well-managed scheme has involved the training of 72 sixth formers who act as tutors for many of the students. There is good communication with parents and the results for the few students who have already completed the scheme show that their reading has improved significantly. There is a sound

development plan for the learning support department, and provision for pupils with special educational needs is an element in the whole-school development plan.

16. Good links have been established between the learning support department and the subject departments. Individual education plans are in place for the necessary students although, as the school is aware, targets are often too general to be helpful to teachers and students. It is good that parents have the opportunity to meet learning support staff at monthly clinics after school. However, when individual education plans are sent to parents, they are not accompanied by letters to encourage the involvement of parents and to demonstrate a commitment to working in partnership with parents of students with special educational needs. A significant element of the school's provision are the small sets for several subjects. A weakness of which the school is aware is that the special educational needs co-ordinator does not monitor the effectiveness of teaching in these sets. Also, the provision of these small sets uses a great deal of teachers' time and, therefore, support is not available for students with special educational needs who are in higher sets and large mixed-ability classes. During the inspection, the teaching of these sets was effective and students achieved well. However, they are not an efficient use of resources as teaching could be as effective with more students.

17. Despite the improvements made, there are weaknesses that limit the progress of individual students. There is poor management of the transition of a few pupils from primary school to Year 7. These few pupils are identified as having stage 3 needs by the primary schools but are classified as having stage 1 needs in Year 7 without having had a thorough assessment. For one student, assessment results show that they made little progress with their reading and writing over three years but outside agencies had not been consulted for advice on providing for the student's needs. There has been insufficient in-service training for many teachers on special educational needs. This is reflected in the reports teachers wrote on the progress made by a student, as their comments did not reflect an understanding of the student's special needs. For another student, an outside agency had been consulted and it gave specific advice on the student's needs but this was not then incorporated into the student's individual education plan.

**Students' attainment in information technology.**

18. All students during Key Stages 3 and 4 learn National Curriculum information technology through taught lessons and through other subjects. In addition, some Year 11 students take a full GCSE course in information technology, and there are A-level courses in the sixth form. In 1999, all A-level students passed their examinations while the GCSE results were below national averages, partly because of staffing changes that have now been resolved.

19. There has been rapid progress in improving the provision of information technology over the last two terms. For example, all Year 10 pupils are now taking a GCSE short course and a new information technology room was opened last September. The school is aware that the time allocation for the short GCSE course is half of that recommended by the examination board. All Years 7 and 9 students follow a taught course in information technology. For Year 8, there is a well-planned and co-ordinated use of information technology by other subjects. Appropriately, there are small networks of computers in different subjects, such as science, design and technology, modern languages and business studies. These subjects make some good use of information technology to improve their teaching. However, these improvements are relatively recent and this means that the standards of many Year 11 students are lower than they should be. The number of students per computer is above average. The school has a good plan to improve the provision of computers and raise standards. The use of computers by other subjects is being managed very effectively.

**Some aspects of the curriculum structure.**

20. Strengths of the curriculum include the large range of options available in the sixth form, and the flexibility in seeking to meet students' requests for option subjects at both GCSE and A level. The use of information technology by other subjects is very well planned in Year 8. The school has already identified the weaknesses. The school does not ensure that all Key Stage 4 students study a modern language, and design and technology subject as required by the National Curriculum. However, the school will have the opportunity to modify the National Curriculum from September 2000. All Year 10 students follow a GCSE short course in religious education and will continue to do so in Year 11. However, religious education is still not provided in the sixth form. All Year 10 students are taking a GCSE short course in information technology, but the time allocation is half of that recommended by the exam board. Personal, social and health education is only provided in Years 9 and 10 and is insufficiently comprehensive given the expectations of the National Curriculum. Teaching time at Key Stage 4 is one hour below the minimum recommended by the Department for Education and Employment, and below the average for comprehensive schools. There are a large number of classes split between different teachers. This has some advantages in, for example, science where teachers take lessons in their specialisms. However, there are disadvantages in other subjects, for instance, when a class only sees a teacher for one lesson per fortnight. This makes it more difficult for teachers to know students' names and their particular needs, and can be confusing for some students.

21. The sixth form offers students an impressive range of A levels and GNVQs. Students can opt to take a GCSE in Spanish during the sixth form. The curriculum is enriched for the lower sixth with general studies and physical education, but is narrow for the upper sixth with only a minority following general studies, which becomes optional, and with no timetabled physical education. The senior management team is in the process of devising plans to remedy all of the weaknesses in the curriculum structure.

**The monitoring and support of teaching.**

22. There has not been a systematic whole-school approach to the monitoring and support of teaching. Consequently, although the overall quality of teaching is good, in 23% of lessons observed, there were weaknesses that reduced students' learning. The weaknesses seen in several lessons included insufficient challenge to students' thinking, a failure to match the work to the range of students' attainment, a slow pace of work, and not providing students with feedback on how to improve their work. In a few lessons, there were weaknesses in classroom management. In one lesson with a mixed class, boys dominated the discussion. Explanations were not clear enough in two lessons.

23. Since the start of the current school year, there has been good use of external consultants who have monitored teaching. Senior managers have received training in lesson observation. There are plans to introduce a whole-school approach to the monitoring and support of teaching in the next school year.

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

24. To improve provision and further raise standards, the governing body, headteacher and staff should:

    (1) implement the whole-school and departmental plans to improve provision for students with special educational needs, ensuring that:

a. information from primary schools is fully used in identifying students' special needs (even if those students are now in Key Stage 4);
b. all teachers have appropriate in-service training;
c. in-class support is provided for those who need it;
d. advice from specialist outside agencies is acted upon;
e. the governing body checks that students with special educational needs receive the support that those needs require;

(2) continue to implement the information technology plan for improving provision and students' standards;

(3) further develop and implement the plans for improving the curriculum;

(4) develop and implement a whole-school scheme for the monitoring and support of teaching by senior managers and heads of department.

# PART C: SCHOOL DATA AND INDICATORS

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

| | |
|---|---|
| Number of lessons observed | 65 |
| Number of discussions with staff, governors, other adults and pupils | 29 |

## *Summary of teaching observed during the inspection*

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 6 | 31 | 34 | 26 | 3 | 0 | 0 |

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

## *Information about the school's pupils*

| **Pupils on the school's roll** | Y7 – Y11 | Sixth form |
|---|---|---|
| Number of pupils on the school's roll | 1,251 | 324 |
| Number of full-time pupils eligible for free school meals | 36 | 0 |

| **Special educational needs** | Y7 – Y11 | Sixth form |
|---|---|---|
| Number of pupils with statements of special educational needs | 14 | 2 |
| Number of pupils on the school's special educational needs register | 91 | 2 |

| **English as an additional language** | No of pupils |
|---|---|
| Number of pupils with English as an additional language | 15 |

| **Pupil mobility in the last school year** | No of pupils |
|---|---|
| Pupils who joined the school other than at the usual time of first admission | 23 |
| Pupils who left the school other than at the usual time of leaving | 45 |

## *Attendance*

**Authorised absence**

| | % |
|---|---|
| School data | 5.5 |
| National comparative data | 7.9 |

**Unauthorised absence**

| | % |
|---|---|
| School data | 0.1 |
| National comparative data | 1.1 |

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

*Attainment at the end of Key Stage 3*

| | Year | Boys | Girls | Total |
|---|---|---|---|---|
| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | 1999 | 135 | 150 | 285 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|---|---|---|---|
| Numbers of pupils at NC level 5 and above | Boys | 112 | 113 | 111 |
| | Girls | 139 | 133 | 125 |
| | Total | 251 | 246 | 236 |
| Percentage of pupils at NC level 5 or above | School | 88 ([  ]) | 86 ([  ]) | 83 ([  ]) |
| | National | 63 (65) | 62 (60) | 55 (56) |
| Percentage of pupils at NC level 6 or above | School | 55 ([  ]) | 66 ([  ]) | 45 ([  ]) |
| | National | 28 (35) | 38 (36) | 23 (27) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|---|---|---|---|
| Numbers of pupils at NC level 5 and above | Boys | 101 | 115 | 106 |
| | Girls | 136 | 135 | 122 |
| | Total | 237 | 250 | 228 |
| Percentage of pupils at NC level 5 or above | School | 83 ([  ]) | 88 ([  ]) | 80 ([  ]) |
| | National | 64 (62) | 64 (64) | 60 (62) |
| Percentage of pupils at NC level 6 or above | School | 49 ([  ]) | 51 ([  ]) | 49 ([  ]) |
| | National | 31 (31) | 37 (37) | 28 (31) |

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

## Attainment at the end of Key Stage 4

| | Year | Boys | Girls | Total |
|---|---|---|---|---|
| Number of 15 year olds on roll in January of the latest reporting year | 1999 | 120 | 118 | 238 |

| 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 | 87 | 117 | 119 |
| | Girls | 96 | 114 | 115 |
| | Total | 183 | 231 | 234 |
| Percentage of pupils achieving the standard specified | School | 77 ([ ]) | 97 ([ ]) | 98 ([ ]) |
| | National | 46.3 (44.6) | 90.7 (89.6) | 95.7 (95.2) |

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

| GCSE results | | GCSE point score |
|---|---|---|
| Average point score per pupil | School | 48.6 (45.5) |
| | National | 37.8 (36.8) |

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

## Attainment at the end of the sixth form

| | Year | Boys | Girls | Total |
|---|---|---|---|---|
| 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 | 1999 | 63 | 59 | 122 |

| 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 | 21.5 | 22.1 | 21.8 (22.3) | 2 | 6 | 3.3 (2.0) |
| National | 17.7 | 18.1 | 17.9 (17.6) | 2.7 | 2.8 | 2.8 (2.8) |

*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 | 24 | 87.5 |
| | National | | 82.5 |

## Ethnic background of pupils

| | No of pupils |
|---|---|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 1 |
| Indian | 4 |
| Pakistani | 1 |
| Bangladeshi | 1 |
| Chinese | 2 |
| White | 1500 |
| Any other minority ethnic group | 66 |

## 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 | 28 | 2 |
| Other minority ethnic groups | 0 | 0 |

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

## Teachers and classes

**Qualified teachers and classes: Y[ ] – Y[ ]**

| Total number of qualified teachers (FTE) | 90.2 |
|---|---|
| Number of pupils per qualified teacher | 17.5 |

*FTE means full-time equivalent.*

**Education support staff: Y[ ] – Y[ ]**

| Total number of education support staff | 19 |
|---|---|
| Total aggregate hours worked per week | 418 |

**Deployment of teachers: Y7 – Y13**

| Percentage of time teachers spend in contact with classes | 71% |
|---|---|

**Average teaching group size: Y7 – Y11**

| Key Stage 3 | 25.8? |
|---|---|
| Key Stage 4 | 22.9? |

## Financial information

| Financial year | 1998-9 |
|---|---|

| | £ |
|---|---|
| Total income | 3,560,582 |
| Total expenditure | 3,562,001 |
| Expenditure per pupil | 2,259 |
| Balance brought forward from previous year | 132,165 |
| Balance carried forward to next year | 130,746 |

*Results of the survey of parents and carers*

**Questionnaire return rate**

| | |
|---|---|
| Number of questionnaires sent out | 1,575 |
| Number of questionnaires returned | 1,106 |

**Percentage of responses in each category**

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| My child likes school. | 30 | 56 | 11 | 3 | 1 |
| My child is making good progress in school. | 34 | 56 | 6 | 1 | 2 |
| Behaviour in the school is good. | 22 | 64 | 5 | 1 | 8 |
| My child gets the right amount of work to do at home. | 18 | 57 | 19 | 4 | 3 |
| The teaching is good. | 27 | 62 | 4 | 1 | 6 |
| I am kept well informed about how my child is getting on. | 21 | 48 | 24 | 5 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 38 | 48 | 10 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 51 | 44 | 3 | 1 | 1 |
| The school works closely with parents. | 17 | 50 | 23 | 4 | 6 |
| The school is well led and managed. | 27 | 53 | 4 | 2 | 13 |
| The school is helping my child become mature and responsible. | 26 | 60 | 8 | 4 | 1 |
| The school provides an interesting range of activities outside lessons. | 33 | 50 | 9 | 2 | 7 |