

INSPECTION REPORT

ARCHBISHOP TEMPLE SCHOOL

Preston

Lancashire Local Education Authority

Unique reference number: 119814

Head Teacher: Mrs Gillian James

Reporting inspector: Dr Barbara Hilton
3228

Dates of inspection: 5 - 7 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11-16
Gender of pupils:	Mixed
School address:	St Vincent's Road Fulwood PRESTON Lancashire
Post Code:	PR2 8RA
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr David Sharrocks
Date of previous inspection:	14 - 18 November 1994

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PART A: MAIN FINDINGS

INFORMATION ABOUT THE ARCHBISHOP TEMPLE SCHOOL

The Archbishop Temple School is a voluntary-aided Church of England technology college for boys and girls aged 11-16 in the Diocese of Blackburn, and Lancashire Local Education Authority. The total number of pupils is 743, which means that it is smaller than most secondary schools. The proportion of pupils from ethnic minority backgrounds, at 17.1 per cent, while well above the national average, is representative of local communities: most of these pupils come from Indian, or Pakistani or black Caribbean backgrounds. The proportion with English as an additional language, at 10.2 per cent, is also high, but nearly all of these pupils speak English fluently. The attainment of pupils coming into the school is wide-ranging and, in most years, just below the national average, overall. The proportions of pupils with special educational needs, at 14 per cent, and those with statements, at 2.6 per cent, are both about average. The proportion of pupils who are entitled to free school meals, at 10.6 per cent, is broadly average, and lower than in the last school year (1998-99), when it was 18.1 per cent. The school is popular and oversubscribed: the number of pupils has increased by one third, since the last inspection.

HOW GOOD THE ARCHBISHOP TEMPLE SCHOOL IS

Archbishop Temple School is a very effective school. It is strongly led, standards are high and good teaching enables pupils to make the most of the good opportunities provided. Resources are well managed and the school provides very good value for money, within a supportive context.

What the Archbishop Temple School does well

- Standards are high: GCSE results represent good value, relative to pupils' attainments on entry.
- Pupils are highly motivated and learn well: their attitudes to learning are a strength of the school.
- Pupils contribute well to the life of the school; their personal development is well supported.
- Teaching is generally good, often very good or excellent, and a broad curriculum is provided.
- Assessment is very well used to help pupils improve.
- Technology college status benefits the whole school.
- Leadership is strong: the headteacher is outstandingly good.

What could be improved

- The picture given to parents of pupils' achievements and success could be more complete, and the richness and diversity of pupils' cultural backgrounds used more to enrich the life of the school.
- Variety and challenge in lessons, where these are allowed to slip, and the organisation of time and accommodation, to bring all teaching up to the best.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

HOW THE ARCHBISHOP TEMPLE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected 14-18 November 1994 and has made great progress since then. GCSE results improved at a much faster rate than the national average up to 1998 and were better again in 1999. The quality of teaching is much better. The key issues identified for action in the last inspection report have all been tackled vigorously. The school established itself as grant maintained and a technology college, and from September 1999 has been managed by the governors within the Lancashire Local Education Authority. Special educational needs provision is very well organised, and is effective. Schemes of work have been thoroughly revised for physical education and music. National Curriculum

requirements are met in modern languages. The few pupils who speak English as an additional language and need help are well supported by work in English. Arrangements for grouping pupils into sets or bands according to their level of attainment work very well. Information technology has good technical support. Very effective leadership, planning and use of targets mean that the school is well placed to further improve its provision and the standards pupils achieve.

STANDARDS

The following table shows standards achieved by 14 year olds in national tests (in 1999) and 16 year olds in GCSE examinations (in 1998). (The year quoted is the latest for which national results are available.)

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

Overall attainment in National Curriculum tests at the end of Key Stage 3 in 1999 was above average, compared with all schools nationally, and well above average compared with similar schools. Results in science were well above the national average and better than in English and mathematics, where they were above average. When compared with similar schools, science results were very high, and English and mathematics results were well above average. End of Key Stage 3 test results in 1999 were improved over those for 1998.

GCSE results for five subjects at the higher grades (A*-C) in 1998, at 41.8 per cent, were average, and improved to 53 per cent in 1999. Results for five subjects across the full range of grades in 1998, at 95.3 per cent, were above the national average. While this proportion was not quite as high in 1999, virtually all pupils left school with at least one graded result at GCSE and this reflects very well on the progress of pupils with special educational needs. GCSE results in the core subjects, English, mathematics and science, were broadly average (science), close to average (mathematics) and below average (English); these results all improved in 1999, and markedly so in mathematics and English. Results were high in aspects of technology, geography and, recently, in English, English literature and modern languages. Results have not been so good in art.

Overall, standards are high. The school makes very good use of stiff targets to raise GCSE results, which are improving at a much faster rate than nationally. In 1999, girls did better than boys in most subjects, but the pattern has varied over the last few years. The school analyses the value it adds to pupils' GCSE results and all groups improve substantially on expected grades, with Asian pupils doing particularly well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes of pupils to the Archbishop Temple School	Pupils enjoy coming to Archbishop Temple School and are proud of their school.
Behaviour, in and out of classrooms	Behaviour is very good and often impeccable in lessons. Pupils are considerate and orderly, and respect others in lessons and around the school.

Personal development and relationships	Relationships are very good. Pupils take increasing responsibility as they move up the school and older pupils are excellent, respected prefects.
Attendance	Much improved and satisfactory overall; unauthorised absence is very low.

Pupils are highly motivated, keen and enthusiastic about learning, both in school time and extra-curricular activities. They contribute well to the life of the school, including in assemblies, performing music, in drama productions and sports activities.

TEACHING AND LEARNING

Teaching of pupils:	In all years
Lessons seen overall	Good, often very good and occasionally excellent.

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.

The quality of teaching is good or better in almost 80 per cent of the lessons and satisfactory in virtually all of the rest; it is unsatisfactory in only two per cent of the lessons. Teaching is very good and sometimes excellent in almost half of the lessons. The effectiveness of pupils' learning follows a similar pattern, and they make good progress, overall. Lessons are planned so pupils of all abilities can learn effectively. Teachers' good use of questions and extra materials, for those who learn more quickly or more slowly, mean pupils keep up. Just occasionally, variety is lacking or activities go on for too long, so that pupils are allowed to coast. The timetable affects the continuity of pupils' learning in science, at Key Stage 4. Good account is taken of the needs of pupils with special educational needs. They benefit from effective support, join in lessons well and they keep up in their learning with the rest of the class.

OTHER ASPECTS OF THE ARCHBISHOP TEMPLE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good, with strengths in technology, English, mathematics and science.
Provision for pupils with special educational needs	Very effectively organised; pupils' progress is monitored carefully, they are well supported and understand what they should do to improve.
Provision for pupils with English as an additional language	The very few pupils who need additional support benefit from work in English, support at lunchtimes and by subject teachers' careful attention to language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is very well supported, with particular strengths in moral and social development. Spiritual awareness is well developed in assemblies and subjects, including music. Interest in the arts is promoted well, but understanding of the richness of our multi-cultural communities has relatively little emphasis and little visual

	impact in the school.
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How well the school cares for its pupils	The school cares very well for its pupils. Awareness of health and safety, and child protection, is very good and assessment is well used to help pupils improve.
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The school has benefited from technology college status which has enriched technology areas, mathematics and science particularly. The headteacher and senior staff use opportunities to spread the benefits across all subjects. Christian values underpin the daily life of the school and pastoral arrangements are strong. Religious education (which was not inspected in this inspection) is taught in all years, together with personal and social education. Extra-curricular activities are good in sports and music with regular opportunities for pupils to participate in school productions. The homework club is a hive of activity, with pupils making excellent use of computers.

HOW WELL THE ARCHBISHOP TEMPLE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very strong, supported by good teamwork. Regular review and target-setting have helped the school to gain best value from its resources.
How well the governors fulfil their responsibilities	Governors are keen to improve the school and take it forward. They are well informed, have high expectations and monitor progress carefully.
The school's evaluation of its performance	Planning for improvement is very well organised and takes good account of standards and progress.
The strategic use of resources	The school makes the most of its resources and provides very good value for money.

The school has gone from strength to strength in the last few years through the outstandingly good leadership of the headteacher, the planning and support of governors and good teamwork among staff. It has done very well to grow in pupil numbers, improve its results and to manage smoothly the financial adjustment on return to the local education authority. Space is at a premium, however, and accommodation is cramped for the expressive arts (music, art and drama), which limits learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE ARCHBISHOP TEMPLE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's high expectations of pupils. • Leadership, which is strong. • Standards which in many subjects are high. • The many ways in which the school helps their children become mature and responsible. • Their children like the school. 	<ul style="list-style-type: none"> • More information about how their children are getting on.

Overall, parents are well satisfied with the school and support it strongly: over two-thirds of parents replied to the questionnaire about their views of the school. The inspectors endorse parents' positive views. The school's very purposeful ethos is very evident in the daily life of the school. Discussions have been arranged to help parents understand more about some subjects – and they would like more. Parents already receive end-of-topic assessments in individual subjects and they would like to understand better the overall picture of their children's progress; the school is at the threshold of being able to provide this. Some parents had mixed feelings about homework; inspectors found homework generally well used. A few parents were concerned about pupils' behaviour outside of lessons. Inspectors found behaviour to be very good.

PART B: COMMENTARY

WHAT THE ARCHBISHOP TEMPLE SCHOOL DOES WELL

Standards are high: GCSE results represent good value, relative to pupils' attainment on entry

1. Results have improved markedly over the last few years. The school sets its sights on improvement and makes careful use of targets to achieve this. Pupils are tested to predict the likely results of each year group, both in individual subjects and overall. Challenging targets are set which exceed predictions and in each of the last few years, the results pupils have achieved have exceeded the targets themselves. In 1998, GCSE results matched the overall national average and were well above average relative to similar schools. In 1999, GCSE results were better. Recent results in core subjects (English, mathematics and science), aspects of technology, modern languages and music are all improved. High results in geography and average results in history have both been sustained. The only subject in which results are below expectations is art and here standards have suffered because of discontinuity in staffing, which is now resolved. The low drama results in 1998 were about in line with predicted grades for the pupils entered; no pupils were entered in 1999. In 1998, boys' results exceeded girls', but girls did better than boys in 1999. When considered over several years, their results are similar. The school analyses results by pupils' ethnic background, and all groups of pupils do better than expected at GCSE, with Asian pupils doing particularly well.
2. Three features of the school together contribute to raising standards in lessons – pupils' very good attitudes to learning, the very high expectations of teachers and their careful planning of challenging work – and these are covered in more detail in the sections which follow. In lessons, pupils are very courteous, keen to learn and contribute very well in all activities, including group discussions. In a Year 11 English lesson for pupils of middle attainment, pupils responded very well to the teacher's humorous approach to the study of a poem. The teaching linked the poem to pupils' own experience which enabled them to learn about the use of language in poetry. The teacher also related their performance to GCSE grades, so they understood that to gain a higher grade they should not only state their views but also give reasons, and pupils responded well to this.
3. Pupils with special educational needs do well at GCSE – they virtually all leave with certificates. This reflects their very good learning in lessons: they are confident and keen to improve. Their teachers and support assistants help them to learn by careful analysis of their weaknesses and setting relatively high targets. They explain to the pupils what they should do to improve so that pupils can use these approaches when they are working by themselves. Pupils who find spelling difficult know, for example, that it helps to break long words into syllables and they use this approach, as well as drawing on their word lists, in their planners.

Pupils are highly motivated and learn well: their attitudes to learning are a strength of the school

4. Pupils' attitudes to learning are a strength of the school. They are well motivated and enjoy being challenged. In mathematics, pupils enjoy solving timed puzzles, as in a Year 7 class where introductory work on numbers formed the basis of further work on square numbers. They are very prepared to check and improve their work, as in a Year 11 mathematics class where pupils were learning Pythagoras' theorem and through checking measurements against the size of their

diagrams they realised that smaller diagrams lead to greater error. Only in a very few lessons does the attention of pupils tend to drift, and this is always when the pace of teaching slips. Pupils make considerable efforts to succeed. By the time they are in Year 11, they show very good leadership – for example in physical education where they take the lead in warm-up exercises at the start of lessons. They take responsibility for their own learning, for example devising a programme of exercises to improve fitness. Pupils' opportunities to improve their playing of musical instruments are very limited: there is only one practice room. In art, storage space for pupils' work is inadequate.

5. Relationships are very good in lessons, so pupils are open and confident about asking questions and teachers can concentrate on teaching. Pupils help each other to solve problems. In design and technology, for example, pupils in Year 8 working with wood discussed with each other how to make a joint and this helped them improve their practical skills and mark out the joint, by the end of the lesson. In a Year 11 top set in French, pupils worked very well in groups, preparing for an oral and written task on holidays. They used time for practice well and showed a high level of responsibility; they made good gains in knowledge and understanding of the language. Pupils have many opportunities, individually and in groups, to review evidence and identify key facts, for example in geography and history. Their discussions strengthen both their understanding of the subject, and also their language skills.
6. Pupils in all years can describe their work and explain how they are trying to improve. Older pupils discuss their work with confident maturity. They are very proud of their coursework, which they have persevered with, developing imaginative approaches, for example in chair design and constructing a board game. They have drawn on a wide range of sources and shown initiative in exploring these, both in school and through making industrial links. Pupils make the most of extra-curricular activities. At the end of the school day the learning resource centre is full of pupils using computers to access information or to complete their homework. Pupils are well supported in their learning by their parents.

Pupils contribute well to the life of the school; their personal development is well supported

7. Assemblies provide regular opportunities for individuals and small groups of pupils to contribute to the corporate life of the school. They perform music and readings, operate the sound system and project images for illustration. Their contributions are well-judged and effective. Older pupils undertake responsibilities as prefects excellently. They intervene helpfully to guide and control the movement of pupils around the building. They have the respect and trust of younger pupils.
8. The personal development of pupils is supported in many ways. On a day-to-day basis, form tutors know their pupils well and monitor their progress. The special educational needs staff are caring and interested in the development of individuals. Year 11 pupils explain that their mentors, who have responsibility for guiding their academic progress, are very caring, give freely of their time and are very supportive.
9. Staff are very good role models. The school is a well-ordered, firmly disciplined environment within which pupils learn to exercise self-discipline. The atmosphere is relaxed, happy and purposeful. In lessons, pupils have many opportunities to work in pairs and groups. Music lessons and productions, for example, enable pupils to work well together. They improve their performance skills and gain much enjoyment in doing so. At lunchtimes, many pupils practise hard to improve in team sports, for example football, netball and hockey. Their social skills develop well, so that by the time they leave school they are self-confident young adults. Assemblies and form times provide regular opportunities for raising spiritual awareness. Staff draw on a wide range of sources as well as their own experiences and feelings to make these occasions vivid and

capture the interest of pupils. Lessons and visits arranged, for example in English, modern languages and music contribute well to pupils' cultural understanding. Relations are very good among pupils of all backgrounds, yet there is relatively little celebration in the school of the richness of the cultural backgrounds they represent.

Teaching is good overall, often very good or excellent, and a broad curriculum is provided

10. Teaching is much improved since the last inspection. Relationships between teachers and pupils are very good: there is mutual respect and teachers make it enjoyable to learn, so pupils are enthusiastic. Underlying the very good relationships is a rigorous approach. The school has set about improving teaching since the last inspection, and has been successful.
11. Lessons are very well planned to capture the interest of all pupils, to challenge them and help them to learn. Questioning is used very well, to review earlier work (in physical education, for example), to consolidate understanding (as in information and communication technology), to help pupils to experiment and make hypotheses (in science), and to assess how much pupils understand (as in English and history). Practical work is well used in lessons to enable pupils to apply their skills in new contexts, so they achieve high standards, for example in design and technology, and in science. In technology subjects there is very good emphasis on the design process, which helps pupils to evaluate and improve their work. Modern language lessons are well planned to help pupils to improve all aspects of language. For example, pupils in a Year 10 Spanish lesson, learning the vocabulary of the home, worked hard all lesson. They listened to a tape, answered questions with clear pronunciation in Spanish, read well and their written work was satisfactory. In art, however, lessons have a sameness. Good opportunity is provided for the development of practical skills, but relatively little emphasis is placed on the context of art work and comparison with the work of established artists. In all subjects, there is a good awareness of the importance of language. Technical words are explained clearly, for example the meaning of crescendo in a Year 10 music lesson, where the whole group performed in ensemble an extract from 'Star Wars': the standard of their performance improved and a recording was made.
12. Teachers draw well on their subject knowledge and technology benefits greatly from industrial links fostered through technology college status, and information and communication technology. For example, Year 10 pupils use modified commercial software to design aircraft and produce very creditable shapes and designs from their own initial ideas. English teachers' understanding of language has helped them extend awareness of language to all subject colleagues and "word of the week" is a regular feature in pupil bulletins. In mathematics, a start has been made in improving numeracy, but there is no co-ordinated approach across the school. In art, the teacher's understanding of graphic design assists younger pupils in their design work and GCSE pupils in the production of some striking visual images.
13. The grouping of pupils into sets on the basis of their attainment works well. Expectations are high: pupils are given challenging work and teachers keep up the pace of pupils' learning through the full lesson. Just occasionally, activities go on for too long and the pace of learning slips; pupils are allowed to coast. Arrangements for homework are very good. In all the lessons seen it was explained clearly, formed part of the learning and pupils had time to write it down. Most pupils complete their homework and it is marked helpfully, but occasionally when homework is not completed this is not followed up. Facilities for doing homework at school are much better this year, because the learning resource centre is in use and the computers are available for pupils during school hours and in the homework club.
14. Pupils have a good choice of subjects at Key Stage 4. The school asks Year 9 pupils to indicate their preferences before constructing the timetable, and nearly all can study the subjects of their

choice - including music and art. As yet, however, very few choose to study two modern languages to GCSE. Extra-curricular activities are good, with strengths in music and physical education.

Assessment is very well used to help pupils improve

15. The school has made great strides in assessment which is very effectively used to help pupils improve. The school has tackled vigorously weaknesses reported at the last inspection. The assessment policy provides the framework for practice in subjects, and in each subject area there is general consistency. Records of end-of-topic assessments are very good. Pupils understand what assessments mean and this helps them improve.
16. The results of tests are used to place younger pupils into groups and these arrangements are regularly reviewed. Inspectors found that teachers' expectations were high of pupils who were in middle, low or high attaining groups – all were set tasks which were challenging to them. Examination results are carefully analysed to provide pointers for further improvement.
17. The assessment of pupils with special educational needs is much better than at the last inspection. Pupils' statements of special educational needs are detailed and helpful. They are regularly reviewed. Virtually all pupils on the school register of special educational needs have an individual education plan. The plans are full and include realistic targets. Pupils understand their plans and participate in reviewing them. Parents are fully involved. The special educational needs staff provide both individual support and support in subject lessons. Their use of assessment is very good in promoting pupils' progress. This is helped by their sharing of information with pupils, including how to improve. Pupils respond very well. They are confident, contribute fully in lessons and the life of the school, and learn well.

Technology college status benefits the whole school

18. The school has benefited enormously from technology college status. The initial focus on technology subjects, mathematics and science has led to improvement in results and facilities, including information and communication technology. Pupils benefit from frequent use of computers which they use in many subjects. Regular collaboration with colleagues in industry enriches the context of school projects, raises expectations and supports pupils' personal development. National events, sponsored by an international aircraft corporation, have been hosted by the school. Pupils participate in video-conferencing.
19. Planning, review and target-setting, essential to the technology college approach, have been applied across and enhanced many aspects of school life. Many more girls than boys are now choosing to study information systems at Key Stage 4. A focus on homework has strengthened its use. The school is outward-looking and work already started with primary schools and teacher-training institutions is being extended, to involve more fully parents, governors and the wider community.
20. Plans are in hand to provide master classes for gifted children and a homework centre for local children. The pupils at Archbishop Temple School are well placed to benefit through improved teaching, and a broader range of contacts, which will enhance their learning and personal development.

Leadership is strong: the headteacher is outstandingly good

21. The headteacher is outstandingly good. Planning for improvement is thorough, detailed and effective. Policies and procedures are in place to help staff and pupils understand what to do on most aspects of school life. Awareness of the factors which lead to success is keen. Good emphasis has been placed on improving teaching, on the benefits of special status (as a technology college) and regular review of progress towards targets for improvement. Monitoring is rigorous and

involves all staff. Governors have high expectations of the school, monitor its work regularly and are very supportive.

22. Teamwork is good. Teachers in subject areas collaborate well, for example in curricular planning and organisation, and assessing pupils' progress. The leadership of most subjects, including special educational needs, is strong. Planning for improvement in subjects where there is just one teacher falls heavily on individuals, but has been very effective in music and aspects of drama. Since the publication of the last inspection report, the school has vigorously and successfully tackled overall key issues, and there is improvement in nearly all subject areas. Progress in art has flagged, because of discontinuity of staffing, but is picking up again now.
23. Financial resources are very well managed and governors seek best value, both in the purchases they make and in their discussions about the work of the school, including its results. They are ably assisted by the bursar and support staff. School arrangements are well organised to promote effective learning, although space is at a premium, because of substantial growth in pupil numbers and accommodation for expressive arts subjects is cramped. Time is used effectively in lessons although the pace of learning the different aspects of science in Key Stage 4 is affected by the timetable arrangements (five lessons being unequally divided across three aspects, the pattern balancing out overall).

WHAT COULD BE IMPROVED

The picture given to parents of pupils' achievements and success could be more complete, and the richness and diversity of pupils' cultural backgrounds used more to enrich the life of the school.

24. Parents have very high expectations of the school, which provides them with regular newsletters (*The Temple Times*), interim and end-of-year reports on their children's progress. They receive end-of-topic assessments in individual subjects and they would like a more composite overview of how their children are learning; the school is on the threshold of being able to provide this, with the installation of new information technology. Parents have already had meetings to discuss work in mathematics, and they would like to be able to discuss work in other subjects, so they can provide better support for their children. The community initiative (an extension of technology college status) will make a start on this.
25. The school is successful in many ways: especially in adding good value in terms of pupils' GCSE results and supporting their personal development. Its diligent approach of systematic improvement means that it tends to take for granted and overlook publicity of its own success, and there is much to be celebrated. The richness and variety of pupils' cultural backgrounds have little impact on the life of the school.

Variety and challenge, where these are allowed to slip, and the organisation of time and provision of accommodation, to bring all teaching up to the best

26. In the great majority of lessons observed, activities were varied and challenging. In a few, activities had only limited interest or went on for too long; opportunities for pupils to explore and learn more were insufficient. Lessons which otherwise were good remained just satisfactory because of this. Examples were seen in several subjects, including art.
27. The organisation of the timetable means that, at Key Stage 4, three aspects of science are accommodated into five lessons. To spread the teaching and achieve a balance, each class has two lessons each week in two aspects and one lesson in the third. While, over two years provision

evens out, the pace of the curriculum and of learning for pupils studying for one lesson a week is affected, and the structure of the timetable limits movement between sets.

28. The school has grown considerably in size since the last inspection. Accommodation for art and music has not done so, however. There is little space for pupils to store their work in art and practice space for music is inadequate. Drama does not have a suitable space for practical activities. Indoor accommodation for physical education is limited, especially at examination times when the gymnasium is used for examinations.

ISSUES FOR ACTION

29. The school should now:-

- Strengthen its work with parents and enrich the life of the school by providing:
 - parents with a composite picture of their children's achievements in subjects which give end-of-topic assessments, and successes in school life (see paragraphs 24 and 41);
 - more frequent opportunities to enhance pupils' understanding of the richness and variety of their cultural backgrounds (see paragraphs 9 and 25).

- Bring all teaching up to the best, by:
 - improving monitoring and support to ensure good variety and challenge in all lessons, including art (see paragraphs 11 and 26);
 - planning time to improve arrangements for science at Key Stage 4 (see paragraphs 23 and 27);
 - renewing strenuous efforts to improve accommodation for the expressive arts (see paragraphs 4 and 28).

PART C: SCHOOL DATA AND INDICATORS

30. *Summary of the sources of evidence for the inspection*

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	17

31. *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	40	29	21	2	0	0

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

32. *Information about the school's pupils*

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	743
Number of pupils eligible for free school meals	79

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	16
Number of pupils on the school's special educational needs register	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	76

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	27

33. Attendance

Authorised absence

	%
School data	7.7
National comparative data	7.9

Unauthorised absence

	%
School data	0.2
National comparative data	1.1

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

34. 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	99(98)	66(78)	79(73)	145(151)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43(36)	51(45)	44(47)
	Girls	54(54)	46(45)	48(49)
	Total	97(90)	97(90)	92(96)
Percentage of pupils at NC level 5 or above	School	67(60)	67(60)	63(64)
	National	(65)	(60)	(56)
Percentage of pupils at NC level 6 or above	School	38(36)	41(31)	35(32)
	National	(35)	(36)	(27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	46(22)	51(43)	45(43)
	Girls	55(34)	49(48)	48(47)
	Total	101(56)	100(91)	93(80)
Percentage of pupils at NC level 5 or above	School	70(37)	69(61)	64(53)
	National	(62)	(64)	(62)
Percentage of pupils at NC level 6 or above	School	42(16)	45(36)	36(32)
	National	(31)	(37)	(31)

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

35. *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
	99(98)	62(52)	49(34)	111(86)

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	29(18)	56(48)	62(51)
	Girls	30(18)	45(34)	48(34)
	Total	59(36)	101(82)	110(85)
Percentage of pupils achieving the standard specified	School	53(42)	91(95)	99(99)
	National	(44.6)	(89.8)	(95.2)

36. *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	20
Black – African heritage	1
Black – other	2
Indian	76
Pakistani	25
Bangladeshi	0
Chinese	0
White	616
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

37. *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other	3	
Indian	9	
Pakistani	8	
Bangladeshi		
Chinese		
White	101	2
Other minority ethnic groups		

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

38. **Teachers and classes**

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	42
Number of pupils per qualified teacher	17.7

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	4
Total aggregate hours worked per week	21.75

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	73.7
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Average teaching group size: Y7 – Y11

Key Stage 3	24
Key Stage 4	24

39. **Financial information**

Financial year	1998-99
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	£
Total income	1,833,511
Total expenditure	1,776,883
Expenditure per pupil	2,513.27
Balance brought forward from previous year	157,079
Balance carried forward to next year	213,707

40. *Results of the survey of parents and carers*

Questionnaire return rate

Number of questionnaires sent out	743
Number of questionnaires returned	504

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	56	5	1	2
My child is making good progress in school.	32	54	5	1	8
Behaviour in the school is good.	36	51	4	2	7
My child gets the right amount of work to do at home.	24	53	12	3	8
The teaching is good.	34	54	3	1	8
I am kept well informed about how my child is getting on.	26	50	13	3	8
I would feel comfortable about approaching the school with questions or a problem.	44	46	6	1	3
The school expects my child to work hard and achieve his or her best.	67	30	1	1	1
The school works closely with parents.	33	50	10	2	5
The school is well led and managed.	43	47	3	1	6
The school is helping my child become mature and responsible.	34	55	4	1	6
The school provides an interesting range of activities outside lessons.	34	48	10	3	5

Other issues raised by parents

41. Parents like the ethos of the school and its very good pastoral arrangements. They feel standards are high in most subjects. They appreciate the discussions the school has arranged on some curricular areas – and they would like more. Parents also appreciate knowing how pupils are getting on, and would like a more frequent overall picture of the standards their children achieve. A few parents had mixed feelings about homework, and incidents of poor behaviour outside of

lessons. Overall, parents have high expectations of the school, are well satisfied and support it strongly.