

# **INSPECTION REPORT**

**NOTRE DAME HIGH SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107159

Headteacher: Mr. J. M. Conway

Reporting inspector: B. A. Jones  
18462

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> May 2000

Inspection number: 184382

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Comprehensive

School category: Voluntary Aided

Age range of pupils: 11 to 18

Gender of pupils: Mixed

School address: Fulwood Road  
Sheffield

Postcode: S10 3BT

Telephone number: 0114 2302536

Fax number: 0114 2308833

Appropriate authority: The Governing Body

Name of chair of governors: Father Peter J. Cullen

Date of previous inspection: 13<sup>th</sup> – 17<sup>th</sup> February 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Bernard Jones	Registered inspector
Norman Shelley	Lay inspector
Margaret Bailey	Team inspector
Sue Flockton	Team inspector
Stuart Johnson	Team inspector
Brian Skelton	Team inspector

The inspection contractor was:

Penta International

“Bradley”  
15 Upper Avenue  
Eastbourne  
East Sussex  
BN21 3XR

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Notre Dame High School is a Roman Catholic mixed comprehensive school with specialist Technology College status. The school is situated in the Fulwood area of Sheffield, which is a socially advantaged area, but draws its pupils from a wide area that includes families from a range of social and economic backgrounds seeking a Christian education for their children. The school admits children from non-Catholic homes. There is a small number of pupils of ethnic minority background and around 14 pupils come from homes where English is not the first language. The intake is fully comprehensive and pupils' attainment levels on entry are in line with the average, although the current Year 7 pupils are above average. There are 1206 pupils in the school, which is larger than average nationally. The number of pupils per teacher is broadly average, at 17.8 to one. Around nine per cent of pupils are entitled to free school meals, which is below the national average. There is a designated unit for pupils with special educational needs, currently catering for four pupils. The proportion of pupils on the school's register of special educational needs is 13 per cent, which is below the national average and there are 13 pupils in the school with statements of special educational need.

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

This is a very effective school. The leadership of the headteacher is excellent and he receives excellent support from the senior management team. There is a very strong commitment to improvement in all areas of the school's work. A very positive climate for learning has been established. The quality of teaching is good, with a significant amount of very good teaching and some teaching of the highest standard. As a result, standards are well above average. The school provides very good value for money.

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

- Pupils make very good progress throughout the school and attain standards that are well above average.
- A great strength of the school is the consistency of good quality teaching leading to good learning on the part of pupils.
- The headteacher provides outstanding leadership. Staff with management responsibilities give excellent support and together they demonstrate a single-mindedness in the pursuit of high standards.
- An outstanding feature is the way in which the school evaluates its own performance.
- There is a very good curriculum in place.
- There is very good provision for pupils' personal development and the school makes a positive contribution to the excellent relationships that exist.
- Pupils show a great enthusiasm for school, demonstrated in the very high levels of attendance.
- The staff of the school have created an ethos that is characterised by a caring attitude that includes demanding the best that pupils can achieve.

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

- The provision for pupils with special educational needs requires further improvement.
- The plans to develop a whole school approach to teaching numeracy need to be fully implemented.
- The recording of the school's assessment of risks needs to be undertaken more formally.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress in implementing improvements since the last inspection that took place in February 1995. Standards of attainment have risen at GCSE at a rate greater than the national average. Results at GCE Advanced level have improved significantly and have been maintained at a standard well above the national average. The quality of teaching has improved further and the school has successfully addressed the key issues of the last inspection report and the issues raised through the body of the report.

### 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	A	A
A-levels/AS-levels	A	A	A	

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has improved further in the standards attained since the last inspection at the end of Key Stage 3 and in the GCSE examinations and in the sixth form. The leadership and management of the school have made a positive impact through the effective use of systems and strategies that promote higher standards of teaching and learning. This impact is seen in the very good progress made by pupils as they move through the school.

In the 1999 National Curriculum tests at the end of Key Stage 3, the proportions of pupils reaching Level 5 and higher and those reaching Level 6 and higher were well above the national average in all the three core subjects, English, mathematics and science. The average points score for these core subjects was well above the national average. The trend in results in recent years was broadly in line with the national trend and, compared with similar schools, the results are well above average. In the 1999 GCSE examinations, the proportions of pupils obtaining five or more passes at grades A\*-C and A\*-G were well above the national average. The proportion obtaining one or more passes at grades A\*-G was in line with the average. Over the last six years, the trend in the school's results has been rising at a rate above the national trend. When compared with similar schools, the average point score per pupil in 1999 was well above average. The school set challenging targets for pupils in 1999 and these were exceeded. The results at GCE A-level in 1999 amongst those students taking two or more GCE A-levels were well above average. The average point score for students taking A-level courses rose significantly following the last inspection and have been maintained since then at a level well above the national average.

In the work seen during the inspection, the standards attained by pupils reflect recent performances in examinations. Standards of literacy are high and pupils' numeracy skills are above average. There are no weak subjects and the general level of work seen was above the level expected of pupils of a similar age. Pupils enter the school with a wide range of ability that reflects the comprehensive intake. Their progress through years seven to eleven is very



good. This, allied to the very good preparation they receive for their examinations enables them to achieve high standards in public tests and examinations. In the work seen in the sixth form, standards are high and reflect the standards achieved in examinations in recent years.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes are very good. Pupils enjoy attending the school and are proud of their school's achievements. They speak about these achievements with obvious pride and approach their school work with enthusiasm.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they respond well to the responsibility given to them for their own behaviour. The number of exclusions is small.
Personal development and relationships	Pupils' personal development is very good and the relationships engendered in the school are excellent. Pupils respect the views of others and often show great sensitivity towards the differing needs of others.
Attendance	Pupils' attendance is very high compared with the national average and they are generally punctual to their lessons.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged 11-14 years</b>	<b>aged 14-16 years</b>	<b>aged over 16 years</b>
Lessons seen overall	Good	Good	Very 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.*

The quality of teaching has improved since the last inspection. Pupils receive teaching that is always at least satisfactory and mostly of a good standard. There is a significant proportion of very good teaching and some teaching of the highest order. The impact of this consistently good teaching, which actively promotes good learning habits, has resulted in the higher than average standards achieved by pupils. The quality of teaching is good or better in 88 per cent of lessons, and very good or excellent in 55 per cent of lessons. Teaching of the highest order was seen in nearly ten per cent of lessons.

Teachers know their subjects well and know how to prepare students to succeed in examinations in their subjects. There is a shared commitment amongst the teachers to demand the best that each pupil can achieve and often the pace of lessons is very high and pupils are challenged to keep up. Continued improvements in teaching and learning lie at the heart of the school's development. As a result, pupils develop good learning habits and

find the benefit when taking examinations. The school adopts a rigorous approach to monitoring and evaluating the quality of teaching and the quality of pupils' learning. As a result, both are good. The teaching force is competent and confident and the general approach is one where pupils are encouraged to enjoy their work in school, make good progress and reach their potential.

Pupils of all levels of attainment make at least satisfactory progress and the majority make very good progress. A strength of the school lies in the development of pupils' literacy skills, which are high compared to national standards. Standards of numeracy are good and contribute positively to the high standards seen in work across the curriculum. Pupils' levels of attainment in science are well above average throughout the school. Throughout these core subjects, the teaching is nearly always of a good standard and often of a very good standard. There are no weak subjects in the school.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a very good curriculum, which fully meets statutory requirements and gives pupils the opportunity to achieve high standards in all areas of their studies. The wide variety of extracurricular activities serves well to extend and enhance the opportunities for participation in sport, culture and the arts.
Provision for pupils with special educational needs	Satisfactory provision is made, but further improvements are needed to ensure that these pupils make the same rate of progress as their peers.
Provision for pupils with English as an additional language	The very small minority of these pupils receive good provision in line with that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' social and cultural development. The levels and provision are excellent in terms of pupils' spiritual and moral development.
How well the school cares for its pupils	There are very good procedures for monitoring and supporting the development of pupils and good child protection procedures are in place. Standards of care are high and the school provides a safe, secure and welcoming environment for its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and he receives excellent support from staff with management responsibilities.
How well the governors fulfil their responsibilities	The governors are assiduous in fulfilling their responsibilities and they make a very good contribution to the life and work of the school.
The school's evaluation of its performance	This is an outstanding feature of the school's work. The school is rigorous in its approach to evaluating its performance and the headteacher and governors are very effective in ensuring that the mission statement lies at the heart of developments. Thus better quality in teaching and learning are central to initiatives taken as the school refines its systems and strategies for improvement. As a result, standards continue to rise and the school maintains a clear direction to its work.
The strategic use of resources	Financial administration is excellent and resources are used very effectively in the school's efforts to raise standards further. The school is careful to ensure that the principles of best value are applied in all its considerations.

## 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>• Children are happy at the school and like to come to school</li> <li>• Staff and peers make newcomers to the school feel welcome and secure.</li> <li>• Pupils are valued as individuals.</li> <li>• The values of the school and the Christian ethos.</li> <li>• The work ethic that encourages pupils to realise why they are at school, allied to high expectations of work.</li> <li>• The wide range of extra curricular opportunities.</li> <li>• The physical environment of the school.</li> <li>• The leadership in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• More should be done to encourage parents to make a greater contribution by attending functions like the Ofsted parents' meeting.</li> <li>• The playing fields are inadequate.</li> <li>• Greater amount of pupil participation in the school orchestra.</li> </ul>

The inspection team agrees with the positive views expressed by parents. The team found that parents do make a significant contribution to the work of the school and are fully encouraged to do so. The team found that the school uses the physical education facilities efficiently. While additional playing fields would be desirable, the standards attained by pupils are not adversely affected by the facilities currently available. The school provides a very good range of extracurricular activities, including music and the participation rate is high.

## **PART B: COMMENTARY**

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

#### **Pupils make very good progress throughout the school and attain standards that are well above average**

1. The school has improved further in the standards attained at the end of Key Stage 3 and in the GCSE examinations since the last inspection. It has maintained the high standards attained in the sixth form. The leadership and management of the school have made a positive impact by refining systems and strategies to promote higher standards of teaching and learning. This ensures the very good progress made by pupils as they move through the school.
2. In the 1999 National Curriculum tests at the end of Key Stage 3, the proportions of pupils reaching Level 5 and higher and those reaching Level 6 and higher were well above the national average in all the three core subjects English, mathematics and science. The average points score for these core subjects was well above the national average. The trend in results in recent years was broadly in line with the national trend and, compared with similar schools, the results are well above average.
3. In the 1999 GCSE examinations, the proportions of pupils obtaining five or more passes at grades A\*-C and grades A\*-G were well above the national average. The proportion obtaining one or more passes at grades A\*-G was in line with the average. Based on figures for the last six years, the trend in the school's results has been rising at a rate above the national trend and, when compared with similar schools, the average point score per pupil in 1999 was well above average.
4. In the 1999 GCSE examinations, results at A\* -C were above national average in all subjects other than French, Geography, German and Religious Studies. In art and design, business technology, design and technology, (food and electronics), mathematics and science, results were significantly above the national average. In the 1999 examinations, the following subjects performed better than others within the school: art and design, business technology, child development, design and technology (food and electronics), English literature, science and sport studies. In English language, the performance was significantly lower. The school set challenging targets for pupils in 1999 and these were at least achieved, and in the majority of cases were exceeded.
5. The results at GCE A-level in 1999, amongst those students taking two or more examinations, were well above average. The average point score for students taking A-level courses rose significantly following the last inspection and have been maintained since then at a level well above the national average. The variation in numbers taking individual courses makes reliable comparisons difficult, but in 1999 the strongest performing subjects were chemistry, drama, English language, history, music and politics. The weakest performing subjects in 1999 were economics, German and psychology.
6. In the work seen during the inspection, the standards attained by pupils reflect recent performances in examinations. There are no weak subjects and the general level of work seen was above the level expected of pupils of a similar age. At Key Stage 4 the work of current

students in English language is in line with the standards attained in other subjects. Pupils enter the school with a wide range of ability that reflects the comprehensive intake. Their progress through years seven to eleven is very good. This, allied to the very good preparation they receive for their examinations enables them to achieve high standards in public tests and examinations. In the work seen of students in the sixth form, the work is consistently of a high standard and reflects the standards achieved in recent years.

7. A strength of the school lies in the development of pupils' literacy skills, which are high compared to national standards. Pupils develop very good listening skills and high levels of spoken English skills. They speak with confidence and express opinions fluently, usually incorporating well-chosen evidence to back their assertions. Pupils listen to the contributions of others and often build on them in developing their own answers more fully. For example, discussion work of a very high level took place amongst Year 8 pupils talking about Chaucer's use of English, and was observed similarly in a Year 12 student group analysing the language of soap operas. Excellent oral work is developed in drama. Teachers set good examples in their use of demanding and appropriate technical language and they actively encourage pupils in developing their vocabulary. In many subjects, new concepts are introduced systematically and key words are displayed or noted in pupils' notebooks.

8. Reading skills are very good and records of pupils' reading are kept accurately to support progress. The good practice of pupils keeping an individual reading book reinforces effectively the importance attached to developing good reading skills. Similarly the accepted practice of pupils reading aloud in class, consolidates this important skill. Writing skills are very well developed in all subjects and in Years 10 and 11 in particular, good use is made of planning and drafting skills. Pupils of all ages use computers effectively to develop and improve the structure and presentation of their written work. In general, pupils have developed a good sense of writing to a style that best fits the audience for whom the writing is intended. In the formal context, pupils write fluently in standard English with a high degree of accuracy in grammar, punctuation and spelling. In the sixth form, the A-level English language students show exceptionally high levels of understanding of the use of language.

9. Standards of numeracy are above average, and contribute positively to the high standards seen in work across the curriculum. Students use calculators appropriately and accurately and number skills are well developed. In science, students use appropriate units of measurement and substitute accurately when using formulae in a wide variety of contexts. Numeracy skills are developed in good graphical work in science and mathematics. In the sixth form, students use advanced statistical techniques well when interpreting data in geography, biology and psychology. Students' number skills are assessed on entry to the school and a commercial scheme is used to find students' ability level. Students with lower levels of understanding are given extra help to develop their skills. A school policy is to be implemented to inform teachers in other curriculum areas of the need for planned contributions to developing pupils' numeracy skills.

**A great strength of the school is the consistency of good quality teaching leading to good learning on the part of pupils.**

10. The quality of teaching has improved since the last inspection. Pupils receive teaching that is always at least satisfactory and mostly of a good standard. There is a significant proportion of very good teaching and some teaching of the highest order. The impact of this

consistently good teaching, which actively promotes good learning habits, has resulted in the high standards achieved by pupils.

11. In many lessons, teachers use a variety of approaches to engage their pupils. For example in a Year 8 history lesson, pupils were set a problem to solve in small groups that required each member of the group to contribute in a planned and prepared manner. Their curiosity was aroused and they set about finding the common feature that bound the group together and this formed an innovative and stimulating introduction to the topic of colonisation in the eighteenth century. In this session, pupils were very actively engaged and learned a great deal about functioning effectively as a group in order to learn. They also enjoyed the approach and made very good progress in their understanding of what caused events to take place in history.

12. Teachers know their subjects well and know how to prepare students to succeed in examinations in their subjects. In a Year 12 psychology lesson, the students were led through progressive stages in constructing a high quality examination answer that made best use of the knowledge they had at their disposal. An approach was adopted that required the students to work in pairs and build their confidence as well as their ability to scan a text and take the salient points to use. Again, the students were active in the process, interested by the material and enjoyed the lesson. Along the way, they increased their knowledge of a specific psychology topic and improved their essay planning skills.

13. Teachers plan and prepare well and require pupils to play their part by coming to lessons expecting to work hard. In a Year 12 politics lesson, very good planning, allied to the teacher's own depth of knowledge, ensured a variety of activities along with time for consolidation and revision. The teacher's use of question and answer kept the pupils concentrating. Answers given were used as a way to extend pupils' knowledge and to take their work further as they learned from the responses of others. The pace was demanding, the material complex and all students present were very focused on the topic of current issues in the politics of Northern Ireland.

14. Often the pace of lessons is very high and pupils are challenged to keep up. In a Year 10 mathematics lesson, very good planning and preparation helped to move the lesson along at pace. Closely directed questions ensured that all attended, including pupils who did not put up their hands to volunteer answers. As the lesson progressed the teacher was careful to check the level of pupils' understanding and used question and answer techniques very effectively in doing so. By the end of a challenging lesson pupils had made very good progress in their understanding of algebra.

15. There is a shared commitment amongst the teachers to demand the best that each pupil can achieve. Teachers are assiduous in their record keeping and the information they build up is used very effectively in a number of departments to produce targets for pupils. The academic needs of high attainers are usually met by teachers planning further work for them. Increasingly the school is making more specific provision for these pupils. For example, pupils in Year 7 who are amongst the highest attainers in English have additional supported study using information and communication technology to stretch them further.

16. A feature of the good teaching is the very high level of expectation that teachers maintain with regard to pupils' behaviour and effort. As a result, pupils develop good learning habits. The pupils find the benefit of this approach when taking examinations. Teachers maintain a rational and common approach to encouraging good behaviour. As a

result, behaviour in the classroom is often exemplary and this enables pupils to work unhindered.



17. Teachers use homework effectively. In most classes it is well planned to take pupils' knowledge and understanding further rather than requiring pupils to produce more of the same. For example in a Year 9 science lesson on the issue of transport of chemicals, pupils were required to research the advantages and disadvantages of different transport systems. This involved them in consolidating the work covered in class and extending it by their own research.

18. Improvements in teaching and learning lie at the heart of the school's development. This is reflected in the whole-school planning, echoed in planning at department level and features highly in continued professional development of staff. The school adopts a rigorous approach to monitoring and evaluating the quality of teaching and the quality of pupils' learning. As a result, both are good. The teaching force is competent and confident and the general approach is one where pupils are encouraged to enjoy their work in school, make very good progress and reach their potential.

**The headteacher provides outstanding leadership. Staff with management responsibilities give excellent support and together they demonstrate a single-mindedness in the pursuit of high standards.**

19. The headteacher is well supported by other staff with management responsibilities in the pursuit of the highest standards in all the school's work. The members of the senior management team complement each other and give excellent support, sharing a collective determination that pupils achieve their best, in line with the school's mission statement. There is a highly organised system in place to monitor the quality of teaching. This is done in a manner that encourages the sharing of good practice rather than dwelling on weaknesses. At the same time the process of review of standards is rigorous and where improvements are seen to be needed teachers are supported fully, improvement is expected and progress is monitored.

20. Effective management systems are in place that devolve appropriate levels of responsibility to heads of department and heads of year. These teachers are clear about their roles and about their central responsibility to drive up standards. The systems and strategies in place ensure that routine administration proceeds smoothly. The school is assisted in this in the effective use of information and communication technology, as befits its status as a Technology College.

21. The contribution of the governing body is very positive. Governors are very committed and active in the school. They have a good knowledge of the work of the school and are in a good position to hold the school to account for the standards it achieves.

**An outstanding feature is the way in which the school evaluates its own performance.**

22. The school is very effective in generating information about its performance across all areas of its operations. Further, it is very efficient in the manner in which it uses the information to effect improvements.

23. In the area of target setting, the school has access to sophisticated analyses of performance at whole school, departmental and individual pupil levels. The data generated enables realistic and challenging targets to be set. The methods by which progress towards

those targets is measured are equally effective and the school has a clear idea of the level of its success. In the area of examination achievement for example, pupils know what they can realistically achieve and their progress is measured regularly and frequently and they are informed of their progress. The rise in standards year on year is an indication of the effectiveness of the use of data about pupils' achievement levels.

24. Regular departmental reviews take place to measure the performance of individual subjects. The reviews are rigorous and culminate in agreed areas for progress or improvement. The evaluations made in these reviews are based upon effective measures of performance. For example they encompass first hand observations of teachers in the classroom in order to improve the quality of teaching.

25. The school is rigorous in evaluating the value for money it obtains in all its financial dealings. Great care is taken to ensure that spending is prudent and in line with the school's priorities. The governors and administrative staff along with the senior managers in the school have managed the changes in the financial status of the school very well. Financial resources are used very effectively to support the work of the school and high quality documentation and good quality support for teaching are the norm.

**There is a very good curriculum in place.**

26. The school provides a very good curriculum to meet the needs and aspirations of the pupils generally and particularly the students in the sixth form. The range of subjects at advanced level GCE ensures that students have a good choice in meeting their particular aptitudes.

27. The highest attainers and those with particular talents are very well served in their academic studies. This is the case throughout the age range. The school now needs to extend the work it has started in order to meet the wider needs of those pupils who have particular gifts and talents. Currently there is limited alternative provision to GCSE for pupils with special educational needs and the sixth form provision for such students is also very limited.

28. The school provides a very good programme of extracurricular activities. The range is wide and encompasses sport, the arts, music and cultural visits and activities, as well as homework and subject-based clubs. Altogether these represent very good provision and serve well to enhance and extend the academic, social and cultural opportunities available to pupils.

29. A very positive feature of the curriculum is the use made of information and communication technology. Resources are very good, assisted by additional funding that accompanies the status of Technology College. The resources are put to very good use and subjects across the curriculum make valuable contributions to pupils' progress in this area.

**There is very good provision for pupils' personal development and the school makes a very positive contribution to the excellent relationships that exist.**

30. The school makes a very positive contribution towards helping pupils become mature and well rounded young people. As well as providing opportunities in the formal curriculum the school's mission to educate pupils more widely permeates the whole life and work of the school. High expectations of pupils' responses are the norm. This is equally applicable to

raising money for charity and to supporting other pupils where support is needed. For example sixth form students give willingly of their time to take part in a paired reading scheme to assist younger pupils with reading difficulties. A feature of most classes is the excellent relationships that exist between pupils and between pupils and their teachers. The opportunities that are created for the spiritual and moral development of pupils are excellent.

**Pupils show a great enthusiasm for school, demonstrated in the excellent levels of attendance.**

31. Pupils are punctual and their attendance levels are very high compared with the national average. In speaking to inspectors, pupils express their liking for school and speak highly of their teachers. The high level of participation in extra curricular activities is a further testament to the enjoyment pupils take from attending the school.

**The staff of the school have created an ethos that is characterised by a caring attitude that includes demanding the best that pupils can achieve.**

32. There is a shared commitment amongst the staff to attaining high standards and this is clearly linked to an expectation of hard work from pupils. The quality of relationships amongst all who work and study at the school is seen as central to the school's endeavours. Teachers use praise very effectively and where there is success it is celebrated appropriately. The physical environment of the school is particularly favourable and is appreciated and respected by the pupils.

**WHAT COULD BE IMPROVED**

**The provision for pupils with special educational needs requires further improvement.**

33. The provision for these pupils is satisfactory overall and they make satisfactory progress in relation to their prior attainment. However, their rate of progress does not reflect that of their peers, who generally make very good progress. There are a number of areas where provision for these pupils should be improved further. Classroom support assistants provide valuable help and their commitment is appreciated by teachers and pupils alike. Their contribution should be improved further by including them more closely in teachers' preparations for lessons, so that the help they give is more closely targeted. The teachers' own short-term planning is not sufficiently detailed relating to the specific modifications they intend to make to meet the individual needs of lower attaining pupils, particularly in the mixed ability classes they teach. The individual education plans for pupils with special educational needs lack precision. Targets are not always formulated in a manner such that progress towards them can be assessed accurately. Teachers in subject departments do not make enough contribution in producing targets that will help these pupils in particular subject areas. At present, the practice of withdrawing pupils for additional support in basic skills is arranged in a way that prevents them gaining full access to the national curriculum and this is unsatisfactory. There are very limited alternative courses to GCSE and GCE A-level for these pupils.

**The plans to develop a whole school approach to teaching numeracy need to be fully implemented.**

34. At present, the contributions made by subject areas other than mathematics to developing pupils' numeracy skills are largely unplanned. A number of departments do make a valuable contribution, for example science and geography, and psychology in the sixth form. There is a need to formulate a whole school approach and develop a policy to ensure that other departments make a planned contribution to developing numeracy skills.

**The recording of the school's assessment of risks needs to be undertaken more formally.**

35. The monitoring of risk management surveys should be more formally recorded to verify that they are undertaken at regular intervals.

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

- (1) Improve the provision for pupils with special educational needs by:
  - Increasing the contribution made by classroom assistants in planning lessons so that their help is more closely targeted;
  - Improving teachers' short-term planning to address more closely the individual needs of pupils, particularly in mixed ability classes;
  - Increasing the precision of the targets set out in pupils' individual education plans so that their progress can be more accurately monitored;
  - Increasing the contribution made by specific subjects to the content of pupils' individual education plans;
  - Modifying the current practices to ensure that the withdrawal of pupils for additional support does not affect their full access to all of the National Curriculum.
- (2) Involve subjects other than mathematics more fully in teaching numeracy skills by implementing a whole school approach to teaching numeracy
- (3) Implement a system to record the school's assessment of risks to ensure that they are undertaken at regular intervals.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	39

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	46	33	12	0	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*

<b>Pupils on the school's roll</b>	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1019	187
Number of full-time pupils eligible for free school meals	91	7

<b>Special educational needs</b>	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	13	0
Number of pupils on the school's special educational needs register	96	0

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	14

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	35

### *Attendance*

<b>Authorised absence</b>		<b>Unauthorised absence **</b>	
	%		%
School data	4.8	School data	0.2
National comparative data	7.9	National comparative data	1.1

\*\* 1998/1999

*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	95	116	211

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	74	74	72
	Girls	104	89	92
	Total	178	163	164
Percentage of pupils at NC level 5 or above	School	84 (86)	77 (70)	78 (63)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	41 (54)	53 (39)	39 (27)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	65	75	78
	Girls	105	92	101
	Total	170	167	179
Percentage of pupils at NC level 5 or above	School	81 (72)	80 (73)	85 (85)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	23 (38)	46 (39)	52 (63)
	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

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	83	96	179

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	43	80	81
	Girls	69	93	93
	Total	112	173	174
Percentage of pupils achieving the standard specified	School	63 (58)	97 (96)	97 (99)
	National	46.3 (43.3)	90.7 (89.8)	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	46.3 (45.5)
	National	38.0 (36.8)

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

## 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	34	43	77

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	23.2	21.7	22.4 (21.6)	2.7	6.0	3.5 (5.5)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (3.0)

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	93
	National	73

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	9
Black – other	5
Indian	5
Pakistani	4
Bangladeshi	0
Chinese	3
White	1124
Any other minority ethnic group	21

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
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: Y7 – Y13**

Total number of qualified teachers (FTE)	68.9
Number of pupils per qualified teacher	17.8

*FTE means full-time equivalent.*

### **Education support staff: Y7 – Y13**

Total number of education support staff	13
Total aggregate hours worked per week	424

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

Percentage of time teachers spend in contact with classes	84
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### **Average teaching group size: Y7 – Y13**

Key Stage 3	23.9
Key Stage 4	21.2

## ***Financial information***

Financial year	1999/2000
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	£
Total income	3 267 152
Total expenditure	3 240 205
Expenditure per pupil	2 678
Balance brought forward from previous year	(68 982)
Balance carried forward to next year	(42 035)

*Figures in parentheses indicate negative values*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	1206
Number of questionnaires returned	177

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	48	5	3	0
My child is making good progress in school.	54	42	2	1	1
Behaviour in the school is good.	45	49	3	1	2
My child gets the right amount of work to do at home.	32	55	10	2	1
The teaching is good.	52	43	2	1	2
I am kept well informed about how my child is getting on.	47	44	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	61	36	2	1	1
The school expects my child to work hard and achieve his or her best.	79	20	0	1	1
The school works closely with parents.	37	50	10	1	2
The school is well led and managed.	58	34	1	1	6
The school is helping my child become mature and responsible.	54	42	2	1	1
The school provides an interesting range of activities outside lessons.	39	44	7	2	7