

INSPECTION REPORT

DUNRAVEN SCHOOL

Streatham

LEA area: Lambeth

Unique reference number: 100639

Headteacher: Mr Richard Townsend

Reporting inspector: Mrs Denise Lynn
1643

Dates of inspection: 9-11 November 1999

Inspection number: 184530

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

© Crown copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of students:	11-16
Gender of students:	Mixed
School address:	Leigham Court Road Streatham London SW16 2QD
Telephone number:	0181-677 2431
Fax number:	0181-664 7242
Appropriate authority:	The governing body
Name of chair of governors:	Dr Alan Aylward
Date of previous inspection:	February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Denise Lynn	Registered inspector
Mrs Joma Wellings-Longmore	Lay inspector
Mrs Jenny Smith	Team inspector
Mr John Manning	Team inspector
Mr Peter McGregor	Team inspector – partner registered inspector

The inspection contractor was:

Capital Inspections

Chaucer Building
Canterbury Road
Morden
Surrey
SM4 6PX

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

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Students' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time students:	932 (about the same size as other secondary schools nationally)
Students with English as an additional language:	27% (very high, mainly Cantonese, Bengali, Gujarati and Urdu)
Students entitled to free school meals:	43% (well above the national average)
Students on the register of special educational needs:	27% (above average nationally)
Students from minority ethnic backgrounds:	59% (mainly black Caribbean, black African, Indian, Pakistani, Bangladeshi and Chinese)
Average number of students per teacher:	16 (below average)

The school has increased a little in size since the last inspection and is greatly oversubscribed for its annual intake of 192 students. The admissions policy aims to achieve a balanced, non-selective and comprehensive entry into the school. In all years, the attainment of students covers the full range from very high to very low. The attainment of the older students on entry to the school was below national averages. The attainment of the youngest students in the school, taken as a whole, is above average.

HOW GOOD THE SCHOOL IS

Dunraven is a very good school with several excellent aspects and few weaknesses. The principal and staff are committed to excellence through equality of opportunity for all students, whatever their ability, gender or background. This results in confident young people who achieve highly, enjoy their school lives and make the most of their opportunities. Standards have risen substantially, every year, for the past four years. The school is exceptionally well led and managed. Teaching is good. Expenditure per student is very high and consequently the school provides satisfactory value for money.

What the school does well

- A rising trend in examination success at GCSE over the past five years, much higher than the national trend, resulting in very good achievements.
- All students at Dunraven know that they are highly valued, which results in an excellent school community where each young person strives for personal success.
- In all classes, students are managed very well. Over half of the teaching is good or better: all is satisfactory or better. In about a third of the lessons observed the very good or excellent teaching enabled students to make very good progress and learn very well.
- The school has very successful strategies which link the pastoral and academic aspects of school life, with very effective academic mentoring for students.
- Parents feel they are fully involved in school life and are very pleased indeed with the education provided.
- The principal, very well supported by his senior team, provides outstanding leadership, with a clear and challenging vision for the future.

What could be improved

- Although teaching is effective overall, there are some minor weaknesses which, if remedied, would result in better learning and higher standards, particularly in geography and modern foreign languages.
- The monitoring of teaching and learning is resulting in good improvements, but not all subject departments make full use of assessment data and there are inconsistencies in the way information obtained from the monitoring is used.
- The quality of provision for students with special educational needs is satisfactory but information about these students needs to be easier for staff to use.
- Students' spiritual development is very good but a daily act of collective worship is not provided for all students.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of attainment have improved significantly since last reported in 1995. Attendance has continued to improve. The quality of teaching is much better. Many of the areas judged to be good or very good at that time – such as the learning environment, relationships and leadership – are even stronger. Eight of the nine key issues identified then have been systematically worked on and substantially improved. The school's budget has been used efficiently and effectively to improve the quality of the accommodation and environment, with better facilities for teaching and more pleasant

surroundings for the students. The curriculum has been thoroughly reviewed and improved. Sufficient time is now available for all subjects and movement between the two sites minimised although time is still lost at the start of second period because of a lack of movement time. Students still have to cross the road to reach some of the specialist accommodation, such as music, and, although this activity is well managed, it still causes difficulties. Much has been done to continue to improve standards of literacy and numeracy through, for example, summer schools for students. There is also helpful information about key skills in each student's diary, and teachers focus on them in lessons. Students' literacy and numeracy standards no longer restrict their achievements. Departmental and whole school monitoring of teaching and learning is systematic and effective, improving the quality. Some departments have been better than others at taking on board advice on how further improvements might be made, by interpreting assessment data, for example. A very effective strategy for improving standards in information technology uses a combination of specialists and subject teachers, working together. Computers are now used as a matter of course in many subjects. Reviews of stated students are now carried out but more work is needed to ensure teachers are aware of the needs of all students with special educational needs. Acts of collective worship are held daily for groups of students and early morning tutorial time is used effectively to prepare students for their day but not all students experience a daily act of collective worship.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE and GNVQ examinations

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
GCSE examinations	E	D	C	A	well above average A above average B average C below average D well below average E

Compared with similar schools, students' standards were well above average at the end of Key Stage 3 in all three subjects in 1999. Boys and girls do equally well at the age of fourteen. These results increased substantially over those of 1998; they improved to being similar to the national average in English and below average in mathematics and science. Results improved most in mathematics and least in science.

GCSE results show a rising trend over several years, much higher than the national average. Twenty one per cent of students achieved five A*-C grades in 1994; by 1999 this figure had increased to thirty six per cent. The number of top grades - A and A* - has nearly doubled over the past three years to about eight per cent of the grades. The proportion of students achieving five passes at GCSE has risen overall. For the previous two years it was well above the national average for all schools but it fell in 1999. Results achieved have exceeded the school's targets. At GCSE, results have been highest in English, drama, art, music and sociology and lowest in geography and modern foreign languages. Results in design and technology GCSE examinations are much improved since the last report.

Students from different minority ethnic backgrounds, those entitled to free school meals, and those learning English as an additional language do just as well as others. Students across the full range of ability achieve well at Dunraven, reflecting the school's emphasis on equality of opportunity for all.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Entirely positive. Students in all years see the school as a place where they learn, succeed, and enjoy their education.
Behaviour, in and out of classrooms	Very good indeed. Where instances of misbehaviour occur, students are quick to see the error of their ways, apologise, and learn from their mistakes. The number of students excluded is average.
Personal development and relationships	Excellent. All help one another. Listening and speaking skills are of a very high order. Students work hard, and know that their efforts are valued. Relationships between staff and students are excellent. Students are very polite and courteous to one another and staff
Attendance	In line with national averages and improved on four years ago. Current attendance and unauthorised absence are better than average

Extremely positive attitudes to learning are a major strength of the school. They stem from the approach of the principal and his entire staff, who value and respect each and every student.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	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.

The good quality teaching results in effective learning. In such lessons, teachers' expectations are high and students' energies are channelled into their learning. Speaking and listening, reading, and the use of new technical vocabulary are all given strong emphasis, and opportunities to use numbers accurately and to tabulate results are taken well. High demands are placed on all groups of students, high and low attainers, those for whom English is an additional language, boys and girls, and those from minority ethnic backgrounds.

Teaching was satisfactory or better in all the lessons seen. Teaching was very good or excellent in about a third, and good in about a further quarter. Overall, teaching was effective in both key stages. In English, mathematics and science, teaching was very good in Key Stage 4. Teaching in Key Stage 3 was good in English and satisfactory in science and mathematics. It was satisfactory rather than good when, for example, students were not expected to give extended answers when questioned, or teachers did not include sufficient detail in their replies to students' questions. The individualised mathematics scheme for Year 7 students is not well delivered.

The quality of the students' learning was good in most lessons, with enthusiastic involvement, good concentration, the development of learning skills and good improvements in their knowledge. In a few lessons they were too passive, unwilling to question when work was too difficult or too easy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, intellectually and physically challenging. Banding and setting systems are very effective; they help teachers to plan to meet students' needs. A very good range of popular out of school activities.
Provision for students with special educational needs	Satisfactory, but with some weaknesses. Teachers need easier access to information about these students so work can be better planned to meet their needs in each subject.
Provision for students with English as an additional language	Very good. The curriculum is very well planned to meet their needs and specialist support is very effective. Partnership teaching is well planned. Assessment is regular and informative so progress is monitored carefully.
Provision for students' personal, including spiritual, moral, social and cultural development	Excellent. A powerful ethos has been established, where students' self image and worth in the community are seen to be very important. A sense of what is right and wrong is all-pervasive in the school. Social development too is given a very high priority. Role models of students and staff ensure that multicultural perspectives are apparent in all aspects of school life.
How well the school cares for its students	Students are exceptionally well cared for. Heads of year and department work together to monitor and support the learning of every student. Students' academic and personal targets are negotiated and monitored – the mentoring system is very effective. The anti-bullying programme is rigorous and successful.

Planning for the 'accelerated', 'accelerating' and 'standard' groups – the school's organisation of bands and sets – is a cornerstone for the improving standards, as are the academic and pastoral care given to each student and the many opportunities for personal development. Subject teaching staff are insufficiently aware of the specific learning needs of students with special educational needs. The curriculum for information technology is effective and interwoven with subject planning. Staff know it to be of great importance to the students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership and very high quality management. A crystal clear vision and direction, based on excellence for all, teamwork, zero tolerance of wrongdoing and an emphasis on acting with integrity. The school has a very positive attitude to change and improvement.
How well the governors fulfil their responsibilities	Governors are effective and fulfil their responsibilities. Good involvement in development planning and finance. Each is linked to a subject department and visits the school. They are well informed. Membership has recently changed as the school's status has changed from Grant Maintained to Foundation.
The school's evaluation of its performance	Highly analytical and constructively critical, using assessment data and evaluation of teaching and learning. Good communication results in consistent messages, which means that evaluation is seen to be fair. Senior managers and heads of department have focused, largely successfully, on improving the quality of teaching. Not all data are yet used consistently well by every department.
The strategic use of resources	The school manages its budget very well. All staff, resources and accommodation are used to good effect for the benefit of the students. Financial planning is excellent, with attention given to the many uncertain variables in the short and longer term. A reinvestment in information technology is planned as use of the current facilities reaches capacity

The principal and his senior staff have an excellent knowledge of the 'component parts' of the school as well as of the 'overall picture', enabling informed judgements to be made about where improvements are needed. This knowledge, backed up by the clear vision and very good management strategies is enabling all to adapt and make progress.

The school has been using "best value" principles effectively to review its own progress for a number of years. It uses its own performance data to make comparisons within the school and between the school and local and national performance. It reviews what the targets for development should be, and challenges its own assumptions in the light of initiatives elsewhere. It consults parents, the students, staff, and governors to good effect. It uses quality and efficiency criteria for competitive tendering.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership, commitment and energy of the principal and his senior team. • Caring, supportive and approachable staff. • High expectations and high standards in all areas of school life. • Very good relationships and excellent behaviour. • They are encouraged to be involved in school. • They are kept very well informed. • Very good out of school activities. • Their children are happy at school. 	<ul style="list-style-type: none"> • Too much homework is set on some nights because not all teachers follow the homework timetable. • Provision for some students with special educational needs is not as good as it should be. • Transition from primary to secondary school in mathematics.

Parents are exceptionally pleased with the education provided by the principal and his staff at Dunraven. Inspection evidence supports this view. The school's many strengths are well known by parents. Homework is often well matched to needs but not always. A few staff do set homework when it is not scheduled thereby overloading the students. Although special educational needs provision is satisfactory, it is an area of relative weakness in such a successful school, as is the mathematics curriculum in Year 7, which is not as successful as in the other years.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

A rising trend in examination success at GCSE over the past five years, much higher than the national trend, resulting in very good achievements.

1. Five years ago, 21% of students in Year 11s attained five A* to C passes at GCSE and the average points score was 25, indicating achievement equivalent to about eight E grades. In 1999, the five A*-C grades had increased to 36% and the average points score, including successes in vocational courses, had increased to 34, equivalent to about eight D grades. In broad terms students at Dunraven are gaining an average of one grade higher in every subject than was the case in 1994. Nationally, the GCSE five A* to C figure has increased from 41% to 45% over the same period and the average points score has increased from 34 to 37. The school's very good improvements in examination results have been achieved across all grades, as the average points total indicates and about nine in every ten students achieve five grades A* to G. A change in GCSE entry policy - fewer entries for a number of low-achieving students so that they could focus on being successful in the most important subjects - and absences from school by a small minority of students in Year 11, have restricted the improvement the school had hoped to make in this area. Current attendance in Year 11 is now much higher and targets have been raised.
2. The numbers of boys and girls in different year groups fluctuates and their achievements have varied from year to year but the overall trend over the past five years, is one of improvement for both genders. Boys' results are lower than those of girls, reflecting the national picture, but at Dunraven they are now approaching those of the girls.
3. Students entitled to free school meals, over 40% of the cohort in 1999, do as well as the other pupils in Key Stage 3 tests. Across the local authority about 16% fewer students with this entitlement achieve the nationally expected levels in English, mathematics and science. At Dunraven students entitled to free school meals match closely the achievements of their colleagues, even out-performing them in mathematics and science. Similarly high results have been achieved by students entitled to free school meals for several years. Students from all ethnic backgrounds, show a similar picture of equality. Results of all groups are similar at Key Stage 3 and in the school's own analysis of GCSE examination successes. The progress of students learning English as an additional language is monitored very carefully and significant success is shown by the data. A parent at the meeting to discuss the school remarked upon the great success of his own children, one of whom entered the school with little English but went on to achieve good GCSE results.
4. Dunraven is involved in the 'Excellence in Cities' central government initiative, providing a lead in the area of 'Gifted and Talented Students'. The school is receiving additional funds to provide support for between ten and fifteen students in each year group. Present teaching and learning procedures are being adapted to ensure even greater success for these students.

All students at Dunraven know that they are highly valued, which results in an excellent school community where each young person strives for personal success.

5. The school's guidance on what makes a good lesson states that 'A successful lesson requires a purposeful atmosphere and good relationships'. This message is understood by all staff and is interpreted very effectively. Students make good use of tutorial time and often find assemblies interesting, so they go to their first period of the day in a positive frame of mind. Staff follow the school guidelines for instance, by acting as good role models and by ensuring that the students know what to expect from lessons. Some lessons are much more effective than others, but the base level of teaching is satisfactory. No instances of a confrontational approach were observed. In all lessons, students' attitudes and behaviour were satisfactory or better. In more than eight in every ten, students' responses were good, very good or excellent. This positive approach is equally apparent at breaks and during the lunchtime, where, although boisterous at times, students know what the boundaries of acceptable behaviour are and hardly ever transgress them.
6. Students from all backgrounds are valued equally highly. An analysis of examination data and review of instances of misconduct show that the school's policy and approach are extremely successful.
7. When touring the school with the principal, visitors are introduced to many of the students. The students are used to this and speak confidently to adults, representing their school with great aplomb. Students are invariably polite and courteous, offering help, such as directions to rooms and finding staff and they also talk enthusiastically about

their school. The students learn to present themselves as mature and confident young people who will be successful.

8. The school council, with representatives from each class, is chaired by an elected Year 11 student. At the council, which meets every three or four weeks, contributions and agenda items are taken very seriously. The principal provides carefully measured responses which indicate his accountability to the students for his management of the school. For example, students mentioned that additional homework was set by some departments, which was unfair, and he said he would look into this. The students gain a sense of their own worth as key members of the school community. The many popular out of school clubs also enable staff to encourage students' involvement, and show students, in a tangible form, how the staff are committed to their success. These activities enable older students to carry some responsibility, for example helping in the library and during the many computer clubs.
9. Groups of students in discussion with inspectors praised the very good relationships with staff. The school's approach to misdemeanours was, in their view, fair and right. 'When bad behaviour is stopped, it is stopped at Dunraven!' and, 'If you don't do well you're made to feel bad, but not bad for ever, you can put it right.' All know that this school provides them with an educational opportunity which must not be wasted. The home-school agreement was cited as a further means of keeping them on track to success. Several students referred to 'Excellence for all', the school mission, and said that they knew they would be letting themselves down, as well as the school and their parents, if they did not strive for success. The school strikes an excellent balance between the students knowing they 'cannot get away with anything' because of the implementation of rigorous codes of behaviour the encouragement of students to develop independence, along with the self-confidence to know that their success rests in their own hands.

In all classes, students are managed very well and in about a third of the teaching observed students made very good progress and learnt very well – all lessons observed were sound or better.

10. Many teachers have very high expectations of the students' behaviour and attitudes, and of the level, quality and quantity of work completed. The teachers' focused questions and high expectations of the pace of work often hold students' attention very effectively. In a Year 8 dance lesson, for example, the enthusiastic and clear instruction and questioning required the students to think about how to improve their dance skills. The students, observing their peers, identified the most important points that would enhance their performances. A class of Year 11 students exploring Othello were asked searching questions to make them think more deeply. The students' answers were followed up and referred back to other plays of Shakespeare. The text was difficult for several students but persistent questioning by the teacher maintained the pace of the work. Students' understanding of vocabulary was extended through discussion of key words in the text such as 'betrayal' and 'jealousy'. In both these lessons, the school's guidance of 'enthusiasm and preparedness' was plain to see and resulted in very good learning.
11. Teachers use their knowledge of their subjects to good effect. This was apparent in a very broad range of lessons. In a Year 9 history lesson about the First World War, the students' attention was expertly held. Video extracts held the class in rapt attention as they reinforced points made by the teacher and key words were carefully recorded on the whiteboard. The students used the prompt sheet and photographic and written sources very effectively to produce extended writing. A science lesson, for lower attaining Year 10 pupils, included a very good variety of activities, which maintained the students' interest. Good pace, appropriate for the class, was maintained throughout this well structured lesson. A thorough review of a task set for homework led onto reinforcement of previous learning, including a brief test, before a very effective demonstration, by a technician, of metals reacting with water. Scientific words were repeated several times to help students remember them. In both these lessons, teachers made excellent use of resources in maximising the students' interest and understanding.
12. These examples of high quality lessons were typical of about a third of those observed and they resulted in very good learning for the students. They learnt to enjoy lessons in a range of subjects and discovered that subjects need not be too complex or boring, and that their concentration and enthusiastic participation were appreciated.
13. Good teaching is not only dependent on the particular strengths of individuals but there are also a number of common threads to effective teaching at Dunraven. Good use of their knowledge of their subject, good questioning and high expectations of all, particularly in the use of language, have been referred to. Another important element is the structure of lessons which usually had clear beginnings, middles and ends. The learning intentions for the lesson are often shared with the students at the start so all know what to expect. The middle sections frequently include individual or group activity and the endings mostly include summaries where the students are questioned on what they have learnt, enabling the teacher to plan for the next session. A Year 10 mathematics lesson was one of several with such a structure. Foundation class students settled quickly and

thoroughly revised earlier work on fractions with the teacher, before moving onto simplifying fractions. The work was of an appropriate standard so each student enjoyed their success as they practised their factorising skills. Where individuals experienced difficulties, excellent support was provided. Mathematical vocabulary was emphasised and students were asked to read aloud instructions from a textbook to ensure that all understood the task. Enthusiastic comments from the students, such as 'I get it now', showed how effective the lesson was. All completed the tasks expected of them and the last few minutes were used to assess the extent of their understanding.

14. Inspectors often described lessons with terms such as 'inspiring', 'infectious enjoyment', 'humour', 'praise that was deserved' and 'great empathy with the students'. Where such characteristics existed, teachers were working with their students to achieve high standards.

The school has very successful strategies which link the pastoral and academic aspects of school life, with very effective academic mentoring for students.

15. The school's great success in managing students has enabled tutors and heads of year to redirect their energies towards monitoring and mentoring of students' academic performance. Misdemeanours usually involve heads of department in case teaching issues are involved, but heads of year retain an overview of problems across subject areas. Tutors regularly monitor the progress of their students by checking day books each week. Teaching staff report to heads of year on students' efforts in their areas and each year, every student has an academic review. Parents, subject teaching staff, tutorial staff and the students themselves are involved in discussing attainment, attendance and personal development. They set achievable specific targets which are then recorded in each student's day book. The school's records track the progress of each student through the school.
16. In Key Stage 4, a large number of adults take the role of internal and external mentors, meeting with students in Years 10 and 11 to discuss their progress. Students and staff have found this very useful and discernible improvements in achievement have been identified - at least a grade improvement for some students involved. The home - school agreement, which has been in place for a number of years, is a further strand in the process which promotes achievement.

Parents feel they are fully involved in school life and are very pleased indeed with the education provided.

17. Questionnaires about the school were returned by almost half the students' parents and carers. Their responses were extremely positive. The findings of the inspection reflect their good opinion of the school. The greatest strength within this very good picture is that the school enables a good standard of work to be achieved. Parents consider that they are involved in their children's education and can approach the school if problems arise. They know that their queries will be dealt with seriously and quickly. Almost all parents said their children liked attending school. They feel that they are kept well informed about how their children are getting on. Only a handful of parents identified areas of concern, mostly around homework.
18. About fifty parents provided written comments as well as completing questionnaires. Their views were overwhelmingly positive but did include individual concerns. Additional strengths referred to, and not included on the questionnaire, were the highly visible and successful leadership of the school and the welcoming and enthusiastic teachers.
19. Over fifty parents and carers attended a meeting to discuss views of the school. Very many positive statements were made with general agreement about the strengths of the school identified in the questionnaire responses. Other great strengths in their view were: the school's zero tolerance of poor behaviour; the way the school instils in students a sense of personal achievement, generating an ethos of 'It's cool to work'; and the very good transition from primary school, including very effective summer schools, establishing clear and helpful expectations for the students at their first contact with senior school staff.

The principal, very well supported by his senior team, provides outstanding leadership, with a clear and challenging vision for the future.

20. Governors, parents, staff and students alike express great confidence in the principal and his senior team. The principal's single-mindedness in pursuit of his vision of achieving excellence in all areas of school life is apparent to all. His approachable style and meticulous way of working are also much valued. Senior managers work very closely with the principal and share a common purpose. Heads of year and heads of department feel similarly involved in the school and appreciate the way that they are always kept extremely well informed and consulted, keeping ahead of national developments. Messages are consistent and communication through the weekly

briefings and planned meetings' programme is very good. The whole staff team of managers, teachers, support staff and administrators work well together.

21. All senior managers, with the exception of the director of administration and finance, teach for some of the week and they are known by staff and students to be 'around the school' when not in classrooms. Managers see themselves as practitioners and role models.
22. The school development plan is a well written working document with achievable targets. It identifies staff responsible for meeting targets and deadlines, ensuring that accountability is clear. For example, an objective to establish new projects with specific primary schools - to improve continuity between Key Stages 2 and 3 - places the responsibility in the hands of the senior teacher and a working group, with the requirement that projects must be completed within the term. This work, which was begun following the last inspection, is having a direct impact on the standards achieved by the students. Other documentation is of an equally high quality. The prospectus promotes the good name of the school through celebrating success. The staff handbooks are concise and include policies and procedures for important areas of school life such as equal opportunities, staff development and school self-review. All these documents set the scene for all staff working at Dunraven – the pursuit of excellence for all.
23. Leadership and management have already been very effective in bringing about substantial improvements over several years. Managers are self-critical and aware of the areas for development which will further improve students' achievements.

WHAT COULD BE IMPROVED

Although all teaching was effective, there are some minor weaknesses which, if remedied, would result in better learning and higher standards, particularly in geography and modern foreign languages.

24. No lessons observed were unsatisfactory but, in some subjects, the overall quality of teaching was much more effective than in others. The students referred to some less popular subjects and the school's analysis of its examination results indicates some less successful but not unsatisfactory areas.
25. Some weaknesses are apparent in most subjects but rather more were noted in geography and modern foreign languages than others, although there was some good and very good teaching in these subjects. The unsatisfactory elements included a geography lesson where students were expected to listen to the teacher at the same time as writing. The teacher's talk continued for too long and insufficient assessment meant that the teacher was not fully aware of what students did and did not understand. In another geography lesson, during what was otherwise a well structured session, there was insufficient interaction with the students. Ways of presenting information were not well explained to the students and technical vocabulary was given insufficient emphasis. In one or two French lessons, although the students were kept on task, there was insufficient rigour in ensuring all students used their French accurately or pronounced words clearly. There were too few opportunities for paired and group work in French and Spanish lessons. In one Spanish lesson, too many corrections were given by the teacher for the students to remember and work was not sufficiently well matched to the needs of the lowest attaining students.
26. Weaknesses in teaching were seen in lessons that were otherwise good or very good. The use of too many closed questions, where only simple one word answers were expected, did not extend students' understanding sufficiently. Opportunities to develop points raised by students were missed at times causing some misunderstandings. In three lessons in information technology and science, resources were insufficiently well prepared and the students' progress suffered as a result.
27. Scrutiny of samples of students' work shows that teachers' marking comments are not always followed up and some staff provide more guidance than others on what needs to be done to make improvements – for example, what needs to be added or corrected to change a 'B' grade into an 'A'. Some parents and students complained that occasionally teachers set homework on nights other than those specified by the homework timetable, and this happened once during the inspection in a Spanish lesson.
28. These are minor criticisms but they do restrict the progress some students are making.

The school's monitoring of the quality of teaching and learning is resulting in good improvements, but not all subjects make full use of assessment data and there are inconsistencies in the way messages from the monitoring are put into practice.

29. Senior managers, heads of department and all teaching staff have been involved in observations of teaching, sharing good practice and evaluating the quality. Responsibilities of senior managers and heads of department state clearly that evaluation and monitoring are key tasks in 'keeping the school under review'. A key element in the job description of one of the senior teachers is monitoring classroom teaching and learning and encouraging the highest quality. The staff handbook includes well-written policies on these areas, each with the objective of improving quality. 'What makes a good lesson' at Dunraven is defined, including teaching characteristics such as preparedness and enthusiasm, as well as the elements identified in the OFSTED Framework. Current systems have many strengths. They have improved the quality of teaching since the last inspection and resulted in higher standards. Senior managers have focused on each department in turn and used the lesson observation criteria to gain a clear understanding of its relative strengths. Samples of students' work, as well as the quality of teaching, have been reviewed to see how effectively school policies are implemented. Oral feedback to departments has been found to be very useful by heads of department, enabling them to compare their on-going findings with those of senior managers. Where support has been judged to be necessary, courses are planned to help individuals. No written report of findings is prepared, however, and departments are not held sufficiently to account for bringing about improvements by deadlines being set in identified areas of weakness.
30. Heads of department have developed their own systems of review, based on school requirements, and all teachers share expertise by observing one another. In some cases, detailed one to one discussions follow observations, and constructive criticism is given. Students' work is usually seen during observations but samples are not routinely collected in for review, nor are mark books similarly scrutinised in all departments. There are some inconsistencies in the way observations are planned – for example, they are arranged by mutual agreement in one department: while the head of department decides them in another. This can reduce effectiveness in terms of improving overall quality. Heads of department are not fully aware of the processes in other departments, nor of their relative strengths and weaknesses.
31. Planning for cross-curricular information technology is carefully scrutinised by the head of department to ensure that use of computers is integrated in all disciplines. This is good practice. Usage of the computer rooms and of every networked computer is carefully monitored. However, monitoring of the overall provision across each year group, through classroom observation of the overall quality of teaching and learning in information and communication technology, does not take place.
32. The school generates a substantial amount of assessment data, based on nationally recognised tests and assessments. The achievement of different groups of students, such as those receiving free school meals or those from different minority ethnic groups is analysed. Value-added data show how students progress from the end of Key Stage 3 to GCSE, but there is only incomplete information on the transition from Key Stage 2 to Key Stage 3. Departmental use of all this information is inconsistent and not thoroughly monitored. Current emphasis has been on generating and analysing the data rather than interpreting it and thereby identifying strengths and weaknesses in teaching and learning.

The quality of provision for students with special educational needs is satisfactory, but information about these students needs to be easier for staff to use.

33. Students with special educational needs are making satisfactory progress. The school has managed to maintain its systems for supporting students with special educational needs during the period of extended absence of the post-holder in charge. In this situation teachers, have not been able to develop their skills at the same rate as they have in most other areas. The generally good, direct support given by learning support assistants helps students with special educational needs to maintain their satisfactory progress. Greater progress is limited by insufficient planning within subjects to meet special educational needs and a lack of consistency in record keeping. Subject teachers have a good general knowledge of students and have copies of their individual education plans but find it difficult to use the targets included in planning their lessons. They sometimes assume, inappropriately, that what is best practice for the majority of the class will work equally well for all. The very high quality of students' attention in lessons and the banding or setting arrangements make whole class teaching effective but some students with learning difficulties struggle to keep up with the work. For example, in a Spanish lesson one or two students could not tackle the questions directed at them and wasted time while the teacher practised eight other questions with higher attainers in the class. Insufficient use is made of writing frames to help students with low standards of literacy and homework is not always matched to students' needs.
34. The school timetables some of the oldest students for curriculum support periods to help them develop study skills, improve their literacy and numeracy and have help to complete their homework. Many of these students have learning difficulties. The individual help given in the sessions is appreciated by the students but the lack of a

clear plan for each session means that curriculum support has less impact than it should. Some pupils do not have sufficient work to do in this period of supported private study and as a result they work at a slower rate than in other lessons. A number have already shown that they can complete their homework at home.

35. The school is now able to ensure that documentation linked to statements meets statutory requirements. This was not the case in the last inspection.

Students' spiritual development is very good but a daily act of collective worship is not provided for all students.

36. Daily assemblies are held which are acts of collective worship, but not all students can attend each day because of the size and number of halls available. Assemblies attended were very good, providing an opportunity to appreciate the importance of moral codes in society in a controlled and pleasant setting. In a particularly effective example, the breakdown in a relationship between two boys, which resulted in great animosity between them, was related to the breakdowns in relationships on a national scale which have resulted in wars. The many people from different backgrounds who lost their lives in the World Wars were remembered, and this was followed by the entire school reflecting on the First World War Armistice Day. All staff and students joined in the national two minute silence at 11.00 am. This deeply spiritual occasion resulted in students afterwards discussing the futility of war and the need to fight evil. When assemblies are not available for year groups, students remain with their tutors and prepare for the day with general knowledge quizzes, spelling and number tests, and reviews of students' diaries.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. The school should now:
- (1) work to make improvements in the high proportion of sound teaching, where teachers showed strengths, but also some minor weaknesses, which restricted the quality of the students' learning and their attainment;
 - (2) ensure that full use is made of information from the very effective systems for monitoring and review of teaching and learning. The large amount of good quality assessment data needs to be made part of this process;
 - (3) improve the planning for students with special educational needs, and make better use of individual education plans to help subject staff in their planning. Some subject work taught needs to be better matched to the needs of students with specific learning difficulties. Improvement is needed in the structure of the curriculum support periods to help students further extend their basic skills and their study skills;
 - (4) provide a daily act of collective worship for all students.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

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

17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	29	22	47	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

Students on the school's roll

Y7 – Y11

Number of students on the school's roll	932
Number of full-time students eligible for free school meals	399

Special educational needs

Y7 – Y11

Number of students with statements of special educational needs	21
Number of students on the school's special educational needs register	257

English as an additional language

No of students

Number of students with English as an additional language	236
---	-----

Student mobility in the last school year

No of students

Students who joined the school other than at the usual time of first admission	25
Students who left the school other than at the usual time of leaving	54

Attendance

Authorised absence

	%
School data	8.1
National comparative data	7.9

Unauthorised absence

	%
School data	1.1
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 students in final year of Key Stage 3 for the latest reporting year	1999	109	77	186

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	55 [47]	59 [34]	49 [38]
	Girls	54 [62]	42 [27]	34 [33]
	Total	109 [109]	101 [61]	83 [71]
Percentage of students at NC level 5 or above	School	60 [57]	55 [32]	44 [37]
	National	63 [64]	62 [60]	55 [56]
Percentage of students at NC level 6 or above	School	22 [27]	28 [14]	14 [8]
	National	28 [34]	38 [36]	23 [27]

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	46 [48]	55 [38]	58 [45]
	Girls	55 [67]	33 [42]	38 [37]
	Total	101 [115]	88 [80]	96 [82]
Percentage of students at NC level 5 or above	School	54 [57]	48 [43]	51 [42]
	National	64 [61]	64 [64]	60 [61]
Percentage of students at NC level 6 or above	School	15 [21]	24 [12]	16 [10]
	National	31 [30]	37 [37]	28 [30]

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	96	67	163

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	33 [25]	80 [86]	95 [88]
	Girls	26 [25]	62 [67]	66 [71]
	Total	59 [50]	142 [153]	161 [159]
Percentage of students achieving the standard specified	School	36 [31]	87 [96]	99 [100]
	National	48 [44.6]	88 [89.8]	94 [95.2]

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

GCSE results		GCSE point score
Average point score per student	School	34.8 [33.8]
	National	38 [36.8]

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School 25	64

Ethnic background of students

	No of students
Black – Caribbean heritage	235
Black – African heritage	69
Black – other	90
Indian	46
Pakistani	22
Bangladeshi	21
Chinese	34
White	386
Any other minority ethnic group	29

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	58.5
Number of students per qualified teacher	16

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	15
Total aggregate hours worked per week	466

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	72.9%
---	-------

Average teaching group size: Y7 – Y11

Key Stage 3	22.74
Key Stage 4	19.86

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	11	3
Black – African heritage	2	
Black – other	1	
Indian	1	
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups	1	

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

Financial information

Financial year	1998-1999
----------------	-----------

	£
Total income	3,658,996
Total expenditure	3,550,012
Expenditure per student	3,884
Balance brought forward from previous year	169,493
Balance carried forward to next year	278,477

Parental survey

Number of questionnaires sent out:	932
Number of questionnaires returned:	436

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	34	59	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	51	5	1	1
The school handles complaints from parents well	22	54	21	3	1
The school gives me a clear understanding of what is taught	28	58	10	4	0
The school keeps me well informed about my child(ren)'s progress	41	49	6	2	1
The school enables my child(ren) to achieve a good standard of work	41	54	4	1	0
The school encourages children to get involved in more than just their daily lessons	35	56	7	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	56	4	6	1
The school's values and attitudes have a positive effect on my child(ren)	33	54	10	3	0
The school achieves high standards of good behaviour	38	50	10	2	0
My child(ren) like(s) school	52	40	5	2	1