

# INSPECTION REPORT

## **ASHMOLE SCHOOL**

Southgate, London

LEA area: Barnet

Unique reference number: 101363

Headteacher: Mr. Derrick Brown

Reporting inspector: Linda Humphreys  
7956

Dates of inspection: 20<sup>th</sup> - 24<sup>th</sup> March 2000

Inspection number: 184730

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11-18
Gender of pupils:	Mixed
School address:	Cecil Road Southgate London
Postcode:	N14 5RJ
Telephone number:	020 8361 2703
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Don Goodman
Date of previous inspection:	May 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Ashmole school is a mixed comprehensive school. With over 1200 pupils on roll, it is bigger than most secondary schools. It serves a culturally diverse community, and 32 per cent of pupils come from homes where English is not the first language, including a small number who are at early stages of learning English. The proportion of pupils eligible for free school meals is about average, at 12 per cent. Thirty per cent of pupils are on the register of special educational needs, which is above average, of whom two per cent have statements of special educational needs. The percentage of pupils with statements is broadly average. The area served by the school enjoys economic circumstances which are generally above the national average. Seven per cent of pupils in this borough are educated at grammar schools, and the school competes with local selective schools. The attainment of pupils when they join the school is broadly similar to what is found in most comprehensive schools.

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

This is a good school. Pupils achieve high standards, particularly in GCSE and GNVQ examinations, thanks to good teaching and their own very positive attitudes and behaviour. The school is well led, and management is satisfactory. The school's strengths outweigh its weaknesses, and the school provides satisfactory value for money.

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

- The school achieves high standards in GCSE examinations and GNVQ awards. Both GCSE and A Level results have improved faster than has been the case nationally over the past six years. Attainment in art is particularly high.
- Pupils behave very well, and are eager and enthusiastic learners.
- Good teaching enables pupils to reach high standards.
- The school supports moral development well through good role models, its code of behaviour, and some areas of the curriculum.

#### **WHAT COULD BE IMPROVED**

- Procedures for assessing pupils are unsatisfactory, and assessment is not effectively used to inform curriculum planning or to support monitoring and evaluation.
- Governors are not involved enough in monitoring the work of the school. They are kept well informed, but the school's lack of rigorous evaluation of aspects of its work means that governors do not have access to all the information they need.
- Although the school meets statutory requirements for special educational needs, curriculum planning for these pupils and the way in which their progress is monitored are unsatisfactory.
- The school does not plan for pupils' spiritual development. There is no daily act of worship, and assemblies have little spiritual content. Some areas of the curriculum, such as art, integrate opportunities to consider spiritual issues, but most are unaware of the opportunities which might be used.
- Conditions in some teaching rooms are unsatisfactory. The library is inadequate for the needs of a school this size. The exterior of many buildings is shabby and dilapidated.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1995. The school has addressed some of the issues identified by the last inspection, and there have been marked improvements in GCSE and A Level results, and in the quality of teaching. These advances are balanced by the number of items not yet improved. However, the headteacher, has, in the three years since being appointed, brought about significant change in several areas. This indicates that the school is able to bring about further progress.

## 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	B	A	A	A
A Levels/AS-Levels	C	C	C	N/A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The standards achieved in GCSE examinations are well above what is achieved both nationally and in similar schools. These results have improved steadily since 1995, and the trend in the average points scored by pupils is above the national trend. The results of boys and girls alike are well above the national average. Results in GCE A Level examinations have improved since 1995, at a faster rate than nationally. Whereas results in 1995 were below the national average, results in 1999 are in line with the average points scored. In GNVQ, results are well above national averages. The school sets relatively modest targets, which are more like predictions of performance than realistically ambitious targets for which to aim. Standards in art are particularly high, and many examples were seen of sensitive and imaginative work of high quality. The achievement of most pupils in Key Stages 3 and 4 is satisfactory, with the exception of some pupils with special educational needs in Key Stage 4. Pupils make good progress in the Sixth Form and achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy being at Ashmole School, and are eager to learn.
Behaviour, in and out of classrooms	This is a strength of the school. Behaviour is very good both in lessons and at all times around the school site.
Personal development and relationships	The school is a harmonious multi-ethnic community, characterised by respect for others. Relationships are very good
Attendance	Satisfactory

Pupils' eagerness to learn and their ability to concentrate helps them to achieve good standards. The school is a happy and secure community in which to learn.

## 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	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.*

Nearly all teaching is at least satisfactory: only one unsatisfactory lesson was seen during the inspection, in modern foreign languages. Ninety-eight per cent of teaching is at least satisfactory; 76 per cent is good or better, of which 19 per cent is very good, and 6 per cent is excellent. There are no discernible variations between subjects, but art is consistently well taught. The skills of literacy and numeracy are implicitly provided for in a number of subjects, subject specialist key words are displayed in many classrooms, and a whole school literacy strategy is under development. The Key Stage 3 reading scheme, established in 1997, is successful. There is no numeracy strategy. Whilst numeracy skills are generally adequate, some lower attaining pupils, and some pupils with special educational needs, have weak numeracy skills.

The strengths of teaching lie in teachers' good knowledge of their subjects and in effective planning for a variety of tasks carefully designed to move learning on at a brisk pace. On the whole, teachers have high expectations of the quantity and quality of pupils' work. Good relationships also underpin the effective learning. The weaknesses, in both the unsatisfactory lesson, and in lessons judged satisfactory but with some shortcomings, centred upon teachers not setting high enough goals, either for themselves or for their pupils. Most pupils' learning needs are well catered for, but the imprecise nature of individual education plans for pupils with special educational needs makes it hard for teachers to plan for their needs.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Statutory requirements are met, apart from religious education in the Sixth Form. The school provides a good quality curriculum and a good range of learning opportunities for its pupils.
Provision for pupils with special educational needs	Whilst the provision made for pupils with statements of special educational needs is satisfactory, the provision for non-statemented pupils is unsatisfactory.
Provision for pupils with English as an additional language	Satisfactory provision is made, although the progress of these pupils is not monitored closely enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is satisfactory overall. There are clear strengths in the provision for moral education, but provision for spiritual development is a weakness. The school does not fulfil the requirement for a daily act of worship.
How well the school cares for its pupils	The systems for protecting children and for ensuring their welfare are good, but procedures for assessing pupils are unsatisfactory and assessment is not effectively used to inform curriculum planning.

In both key stages the school provides a good range of learning opportunities. This meets the requirements of the National Curriculum, and in Key Stage 4 it includes GNVQ Foundation and Intermediate awards, as well as GCSE business studies. In the Sixth Form, the broad choice of courses includes a wide variety of A- and AS-Levels, as well as GNVQ Intermediate and Advanced awards. There is, however, no physical education or religious education in the Sixth Form. The curriculum provision for art is a particular strength of the school. The school has identified weaknesses in the way in which work experience is organised and is seeking to remedy them. The provision for pupils with special educational needs who do not have statements of need is unsatisfactory. The school has good procedures for ensuring pupils' welfare, and for promoting attendance, good behaviour and personal development, but assessment is unsatisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership has been effective in improving standards, teaching and the school's finances, but there are still some shortcomings in the way the school is managed. Senior managers share a commitment to raising standards and providing a high quality of education.
How well the governors fulfil their responsibilities	Governors are committed to the school's well-being and to raising standards, and contribute much time and hard work to secure this. However, although they are involved in shaping the direction of the school, they are not involved enough in monitoring the quality of education provided.
The school's evaluation of its performance	Some strategies have been introduced, but there is no coherent, rigorous system of evaluation.
The strategic use of resources	Good use is made of resources to improve the quality of education and the standards achieved.

Senior managers and governors share a clear vision for the school, and help to shape its work. The headteacher's leadership has been effective in that standards have risen, the quality of teaching has improved, and a substantial financial deficit has been eliminated. Financial management is effective and efficient, the principles of best value are applied well, and budget decisions are tightly monitored and reviewed. However, there are some shortcomings in the way the school is managed. The procedures for monitoring and evaluating the work of the school are not satisfactory, and the school needs more secure assessment in order to carry this out. The management of provision for pupils with special educational needs has a number of shortcomings. The system for appraisal has been suspended.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Behaviour is good.</li><li>• Teaching is good.</li><li>• The school expects children to work hard and achieve their best.</li><li>• The school is well led and managed..</li></ul>	<ul style="list-style-type: none"><li>• The information parents are given about how their children are getting on.</li><li>• The school should work more closely with parents.</li><li>• The range of activities available outside lessons.</li></ul>

Inspectors' judgements agree with most of parents' positive views. There are some shortcomings in the way the school is managed. The range of activities available is similar to what is found in many schools. Formal systems for providing information for parents are effective, except that planners are not universally well used, and some remain unsigned for some weeks. Inspectors were unable to judge how well the school works with parents when they express individual concerns.

## **PART B: COMMENTARY**

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

**The school achieves high standards in GCSE examinations and GNVQ awards. Attainment in art is particularly high.**

1. The standards achieved in GCSE examinations in 1999 are well above what is achieved both nationally and in similar schools. These results have improved steadily since 1995, and the trend in the average points scored by pupils is above the national trend. The results of boys and girls alike are well above the national average. Standards in subjects generally reflect the overall upward trend. Results in art have been consistently exceptionally high over the past three years. Pupils performed less well in English, design and technology, mathematics and physical education than in their other subjects in 1999, but, except for design and technology, English literature and mathematics, this is not reflected in the previous year's results. Results in science in 1999 exceed the national average by a greater margin than do results in English and mathematics.

2. Results in Key Stage 3 national tests in 1999 in English and science are in line with national averages, but are above the average achieved in schools with similar circumstances. In mathematics, results are above the national average and well above the average in similar schools. Results in GCE A Level examinations have improved since 1995, at a faster rate than nationally. Whereas the average points scored by pupils in 1995 were below the national average, results in 1999 are in line with the average. In GNVQ, results are well above the national average for completion of the course, for the award of merits and distinctions, and for the points scored.

3. The standard of work seen in lessons during the inspection matched the levels of these results. Pupils generally achieve above average standards because they are eager to learn and because teaching is skilful and challenging. The school has concentrated its efforts into improving GCSE and A Level results with considerable success.

4. Pupils' literacy skills are good. They read well, with the exception of the very small number of pupils who are at early stages of learning English. In a Year 7 library lesson, a number of pupils read confidently and fluently from their reading books to adult helpers and Sixth Formers. Pupils are very good listeners and speakers. They are articulate and use a wide range of vocabulary, including specialist terms where appropriate, for example in work seen in science. In a Year 7 lesson on solids, liquids and gases, the teacher took care to reinforce pupils' use of terms such as 'evaporation' and 'condensation'. In an English lesson in Year 7, pupils listened with enjoyment to a recording made by a pupil about the struggle between Theseus and the Minotaur, presented as a radio commentary on a prize fight. The recording was lively and energetic, made good use of sound effects and music, and imitated skilfully the oral style of a radio commentator. Some of the expression pupils use is sophisticated and conveys the precision of their thought. Pupils' writing is well presented, and they write at length for a range of purposes. Most pupils have numeracy skills adequate to support work in other subjects, but the skills of some lower attaining pupils and some

pupils with special educational needs are weaker. Pupils are competent to use computers for a range of tasks within information technology lessons. There is considerable use of them in business studies and art, and pupils' word-processing skills were evident in many samples of work observed during the inspection. During the inspection, few lessons included information technology activities.

**Pupils behave very well and are eager and enthusiastic learners.**

5. Pupils' attitudes to school are a strength and make a significant contribution to the high standards achieved. The school is a harmonious multi-ethnic community where pupils feel secure and happy, and are eager to learn. Pupils have very good relationships with each other and with teachers. This is apparent both in lessons, where pupils are cooperative and confident, and around the school site. It was particularly noticeable in the warmth with which staff and pupils greeted those returning from a residential field trip. Extra-curricular activities are well supported by pupils.

6. Behaviour is very good both in lessons and around the buildings. Pupils are interested in their learning, so they sustain concentration well, are eager to contribute orally, work at a good pace, and take pride in what they do. This makes an important contribution to the above average standards of attainment, as teaching can proceed at a good pace free from disruption.

7. Pupils take good care of their environment, and move sensibly in narrow corridors and staircases. All teaching areas, including computer and other specialist rooms, are open to pupils during breaks, and pupils can be trusted to use facilities with care.

8. Where there are opportunities to take responsibility, pupils respond well. There is a School Council, chaired by a Sixth Former, and pupils lead some assemblies and organise charitable and social activities. Sixth Form students take part in paired reading with younger pupils. The school could extend the scope for pupils to assume responsibility and could be confident that pupils would make a success.

**Good teaching enables pupils to reach high standards.**

9. The high quality of teaching is another important reason why the school is successful. Teachers build on pupils' positive attitudes, and relationships in lessons are very good, so there is a very good climate for learning in the majority of lessons.

10. Teachers know their subject well and are confident in providing information, and in leading pupils to develop understanding and skills. The teacher's excellent command of statistics led Sixth Form students into thinking at a high level. In a Year 7 design and technology lesson to produce a plastic ice scraper, the teacher's knowledge pre-empted likely hazards, and, once more, prompted pupils to think. Similarly, in a history lesson in the same year, when pupils were taught information about life in the Middle Ages the teacher also used commentary and questioning to teach pupils an understanding of how to use sources. Teachers use their excellent knowledge and understanding of examination requirements to ensure that pupils are well prepared for them. Good subject knowledge is often evident in

demonstrations and explanations. In a Year 7 mathematics lesson on graphs, the teacher's introduction enthused pupils to work at a good pace and made them eager to contribute, whereas when the lesson turned to working from individual booklets, the pace slowed and pupils' interest waned.

11. Teachers' knowledge often underpins very effective planning. Lessons usually have very clear objectives, so that pupils are confident about what they will learn. In many instances a variety of activities moves learning on at a brisk pace. In an excellent A Level Chemistry lesson there was a structured variety, including exposition, discussion, practical work and review, and new challenges were presented regularly through the lesson, with the result that students made substantial gains in learning from their own experiments the relative degree of colour-fastness of two dyes. This lesson was full of pace, energy and enthusiasm on the part of both teacher and students. An information technology lesson in Year 9 was very well planned and organised so that a relatively large group of pupils learned to control the movement of model vehicles around the floor with computer commands.

12. A feature of much of the successful teaching in this school is the effective use of questioning. Very good questioning in a Year 11 religious education lesson extended the standards which pupils reached as they prepared presentations on a moral issue. A personal and social education lesson in Year 8 examined the sensitive subject of divided families. Very skilful questioning reviewed earlier work, and enabled pupils to express their views in a mature and relaxed way in security. In a history lesson in Year 9, pupils were involved in question and answer throughout a very clear analysis of German government since 1848.

13. A range of methods is used. Teachers include whole-class, group and individual activities, and work with groups and individuals effectively. In a music lesson, pupils worked in both small and larger groups with the teacher working with them and challenging them to reach a high level in their performance of a salsa piece.

14. The needs of pupils with varying levels of prior attainment are generally adequately provided for. In some subjects pupils are grouped according to their attainment, which helps to ensure that work is accurately pitched. In some mixed ability groups teachers cater for individual needs by providing good support for individuals and groups. Pupils with special educational needs are not always well provided for, however. Sometimes support staff are well deployed and contribute well to pupils' learning, but this is not always the case. Pupils' individual education plans do not set out clear and precise targets, and so provide little guidance to subject teachers about what these pupils need. Some teachers attempt to help them by, for example, seating them alongside a higher attainer, but this strategy is not always effective.

15. Teachers have high expectations of the quantity and quality of work pupils produce, which helps pupils to achieve high standards, particularly in Key Stage 4 and the Sixth Form. Only in rare instances is this not the case. This characterised the unsatisfactory lesson in French, where far too little was demanded of higher attaining pupils revising for GCSE examinations. The teacher used too much English, and did not insist on accuracy when pupils spoke in French. The tasks set were too easy and did nothing to help pupils work towards high grades. In lessons judged satisfactory, the most common shortcoming is that

teachers do not expect enough. In one instance, pupils were allowed to talk, albeit quietly, throughout a lesson where they needed to listen to at least the introduction before embarking on individual writing. In another, the teacher gave pupils too much help.

16. Time is most often well used, and a brisk pace is set in many lessons. Pupils respond with enthusiasm to the challenge of working rapidly to make good progress, as in a Year 9 mathematics lesson on probability. In some lessons, a careful eye is kept on the time in order to move pupils on through a sequence of tasks. Resources are well used, and include video, worksheets and items such as newspapers and magazines. The library is used to good effect for reading lessons in Year 7, and collections of books are aimed at the different reading needs of these pupils. During the inspection, only a little evidence was found of the use of information technology resources other than in discrete lessons on information technology, although some work includes word-processed items. Some support available for pupils with special educational needs is put to good use, but sometimes teachers do not plan this carefully enough.

17. Larger-scale assessment procedures are not satisfactory, but the day-to-day assessment of how pupils are progressing in lessons is better. In many lessons, teachers carefully, and often unobtrusively, keep an eye on how pupils are doing, and are ready to intervene with questions or explanation if necessary. Pupils have opportunities for assessing their own work in some lessons, as in a lesson on trampolining, where pupils had good opportunities to plan, perform and evaluate the performance.

18. Homework is set regularly and is of an appropriate nature, often rounding off the work of a lesson or preparing for the next stage of learning.

19. Pupils make good gains in knowledge in nearly all lessons, and in many they acquire understanding through the careful planning of tasks, and through effective commentary, questioning and summary. Teachers' monitoring of pupils' progress in lessons drives learning on, and helps pupils to understand how they are getting on. Specialist skills are well developed, and art is particularly strong in developing creative skills, enabling pupils to express ideas and emotions. Examples of this were also observed in drama and music. In most lessons pupils work hard at a good pace in response to teachers' demands and the praise teachers give them. Pupils' eagerness to learn and their ability to sustain concentration also supports their efforts.

20. The outstanding achievements in art are reached through high quality teaching. Clarity of vision and planning underpins the success of the department. Expectations of all pupils are very high, and work is very well structured so that pupils of all abilities rapidly develop skills and critical analysis. Continuous use of assessment ensures that pupils understand how to improve the standard of their work. This results in pupils learning at a good rate, developing technical skills, and producing good amounts of high quality work which illustrate their progress in considering composition, colour, tone and texture.

## **The school supports moral development well.**

21. The provision for pupils' moral education is very good. Moral values and the school's code of conduct are set out in the school prospectus and they are adhered to very well by pupils who clearly know right from wrong. Staff are good role models and treat pupils with courtesy, such that pupils feel valued. Pupils' relationships with each other are very good. Moral education is a strong feature in the personal and social education programme with themes such as codes of behaviour, bullying, prejudice, and crime and the law. A variety of subjects provide opportunities for pupils to reflect on moral issues, for example drama, English, history, physical education, religious education and science.

## **WHAT COULD BE IMPROVED**

### **Procedures for assessing pupils are unsatisfactory, and assessment is not effectively used to inform curriculum planning or to support monitoring and evaluation.**

22. The procedures for assessing the attainment and progress of pupils and for using data to inform teaching and curriculum planning are unsatisfactory. The school assessment policy, currently being revised, does not require departments to use standardised methods across subject areas for assessing the attainment of pupils against national standards in Key Stage 3. There is good practice in some departments, and many departments regularly assess pupils' attainment, but in some cases this is not compared with National Curriculum levels. For example, in one department, assessment data are converted to levels but there is a policy not to communicate them to pupils. Senior management do not monitor departmental assessment policies effectively, and the good practice which exists in some subject areas is not being shared with others.

23. There is no policy to use the results of Key Stage 2 national tests as baseline data from which to assess the progress pupils make in Key Stage 3. To determine pupils' attainment on entry, the school relies on the results of cognitive ability tests carried out towards the end of Year 6. The information from these tests is one of the criteria used to form mixed ability groups in Year 7. A tracking system to assess the progress of pupils through the school is used very effectively by form tutors and is valued by pupils and teachers alike. However, the lack of assessment data related to national standards makes it impossible to use the system to set challenging targets for pupils to aim at for the end of the key stages.

24. Subject areas are not required to review their curricula in the light of Key Stage 3 results, and there is no formal analysis of progress made through the key stage. As a result, departments cannot systematically assess the effectiveness in Key Stage 3 of either work programmes or teaching. GCSE, A Level and GNVQ results are analysed each year and senior management requires each department to produce an action plan showing how it intends to drive up standards in the coming year. However, there is some inconsistency between departments in the way in which this is done. For example, some analyse results by gender only but others also investigate the standards achieved by different teaching groups. The school does not undertake systematic analysis of the GCSE results of pupils with special educational needs in the core subjects of English, mathematics and science. Had this been done for the 1999 examinations, it would have shown that this group of pupils made good progress in English and science, but poor progress in mathematics.



25. Good use is made of external information systems (YELLIS and ALIS) to forecast GCSE and A Level results, and the progress tracking system in Year 11, which involves both pupils and parents, has good features. However, as in Key Stage 3, the targets set for pupils are not rigorously linked to national standard, and in many cases are expressed in terms of to effort rather than attainment. Tracking of progress in GNVQ in Key Stage 4 and in the Sixth Form is built into the structure of the course and is very thorough and effective. Here, target setting and action planning is done on an individual basis and students consistently achieve results above predictions and previous performance.

**Governors are not involved enough in monitoring the work of the school.**

26. Governors are committed to the well-being of the school, and work very hard to secure it. A well-defined committee structure is in place, and governors are kept well informed by frequent reports, in which they take a keen interest. However, the lack of rigorous analysis and evaluation of all results means that the school is unable to evaluate its work accurately in full detail, and governors are not provided with enough information to help them to carry out their evaluation duties fully in the areas of standards and of special educational needs.

**Although the school meets statutory requirements for special educational needs, curriculum planning and the way pupils' progress is monitored are unsatisfactory.**

27. The provision for pupils with special educational needs has some good features, but these are outweighed by the unsatisfactory nature of other aspects. The school has a strong commitment to providing for the needs of these pupils, and link staff have responsibility within subject areas. These pupils are fully integrated into the life of the school and have equal access to the curriculum. An initiative has been started to develop provision for pupils with emotional and behavioural difficulties, but is at an early stage.

28. The school's policy for special educational needs lacks detail and does not indicate the way provision is made across all areas of the school. It lacks clear criteria for judging the success of the policy. There are clear criteria for identifying pupils with special educational needs, established by the local education authority. Statutory requirements are met for reviews for pupils at Stage 5 of the code of practice for special educational needs, but the review arrangements for pupils at other stages are unsatisfactory.

29. The quality of pupils' individual education plans is unsatisfactory. They do not set out clear and precise targets, and it is therefore difficult for subject teachers to develop suitable targets within their subjects when planning the curriculum for these pupils. There is little evidence of effective and consistent monitoring of pupils' progress towards the targets set, and so information which might be gathered in this way is not used to plan further targets or to help teachers plan lessons. For example, the school was unaware that pupils with special educational needs in Key Stage 4 had made good progress in English and science, but unsatisfactory progress in mathematics.

30. The provision for special educational needs is not well managed. In addition to the shortcomings already described, there are no arrangements to monitor the quality of provision for pupils with special educational needs, including the quality of the support provided, across

the whole school. Governors' responsibility for special educational needs is currently delegated to the headteacher. The governors' annual report to parents does not report on the success of the special needs policy.

### **The school does not plan for pupils' spiritual development.**

31. Spiritual development is unsatisfactory and has not improved significantly since the last inspection. Very few departments plan for the provision of spiritual education. The exceptions are art, and religious education in Years 7 and 8, where the study of belief systems in six of the main world religions helps pupils to understand how values and beliefs can shape life. In art, the ethos of the department, with its emphasis on very high standards of work expressing personal ideas and emotions, provides very good opportunities which are explicitly developed. Pupils are encouraged to reflect, and are stimulated to express themselves in a range of media. In other subjects, opportunities are not exploited in lessons as they arise. For example, in English, when poetry was discussed, attention was not given to this aspect of pupils' response. The final performance in a Year 9 music lesson was spiritually uplifting, but the opportunity for a few minutes reflection to enhance pupils' spiritual awareness was missed.

32. Pupils attend two assemblies a week which are planned according to a recently produced list of themes. In assemblies there is little content to awaken any spiritual awareness in pupils, and in all assemblies observed there was no time for reflection. The school does not fulfil the requirement for a daily act of worship.

### **Some aspects of the accommodation are unsatisfactory.**

33. Some aspects of the school's accommodation could be improved. It is sufficient to meet the demands of the curriculum and the number of pupils at present. However, if the school population continues to increase, accommodation is likely to be inadequate. It currently includes 17 demountable classrooms spread about the school site. This presents particular problems in bad weather, affects the punctual arrival of pupils at lessons, and also restricts the amount of hard play area available.

34. Since the last inspection the school has acquired an additional four classrooms, a new information technology room, and Sixth Form provision. One classroom block has been re-roofed. The library has been refurbished but is still far too small for the size of the school. Library stock is not adequate for older pupils.

35. Conditions in some areas, such as science, art, music and food technology, are unsatisfactory and do little to help pupils learn. It is a tribute both to pupils and to staff that the school achieves good standards in difficult circumstances. The gymnasium roof leaks, which restricts use. Elsewhere, some rooms are cramped and small, but many are light, spacious and airy, and provide a stimulating environment for learning through good display.

36. Despite a rolling programme of redecoration and refurbishment, much of the outside and some of the interior of the school appears shabby and dilapidated.

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

**The school should now:**

37. Establish consistent and secure assessment procedures so that the information gained can be used to plan the curriculum and to evaluate the school's performance.

38. Ensure that governors are provided with the information they need to carry out their duty to monitor the work of the school.

- Improve the provision for pupils with special educational needs by:
  - \* rationalising the arrangements for its management, including monitoring the quality of the school's provision;
  - \* improving the quality of individual education plans so that all subjects can plan better for pupils' needs and so that pupils' progress can be monitored;
  - \* establishing adequate procedures for reviews for all pupils.
- Improve the provision for pupils' spiritual development.
- Persevere with efforts to improve the quality of the school's accommodation.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	36

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5.7	19	51	22.6	1.9	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y7- Y11	Sixth Form
Number of pupils on the school's roll	993	259
Number of full-time pupils eligible for free school meals	116	0

#### **Special educational needs**

	Y7- Y11	Sixth Form
Number of pupils with statements of special educational needs	29	0
Number of pupils on the school's special educational needs register	384	0

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	398

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	15

### *Attendance*

#### **Authorised absence**

	%
School data	7.5
National comparative data	7.9

#### **Unauthorised absence**

	%
School data	0.5
National comparative data	1.1

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

*Attainment at the end of Key Stage 3*

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	92	89	181

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	58	61	56
	Girls	69	62	56
	Total	127	123	112
Percentage of pupils at NC Level 5 or above	School	70 (70)	68 (65)	62 (72)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC Level 6 or above	School	24 (39)	40 (43)	25 (38)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	55	65	63
	Girls	67	65	61
	Total	122	130	124
Percentage of pupils at NC Level 5 or above	School	68 (70)	73 (63)	69 (87)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC Level 6 or above	School	27 (32)	39 (39)	40 (45)
	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	93	86	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	53	91	93
	Girls	65	83	85
	Total	118	174	178
Percentage of pupils achieving the standard specified	School	66 (65.9)	97 (95)	99 (97.2)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (95.1)

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

GCSE results		GCSE point score
Average point score per pupil	School	44.7 (43.6)
	National	37.8 (36.8)

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

### Attainment at the end of the Sixth Form

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	41	29	70

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	17.2	18.8	17.8 (17.4)	5.7	3.3	4.1 (4.7)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications	Number	% success rate	
Number in their final year of studying for approved vocational qualifications or	School	28	82.5

units and the percentage of those pupils who achieved all those they studied	National	N/A	N/A
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***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	28
Black – other	20
Indian	148
Pakistani	9
Bangladeshi	4
Chinese	10
White	965
Any other minority ethnic group	44

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

	Fixed period	Permanent
Black – Caribbean heritage	7	1
Black – African heritage	1	0
Black – other	2	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	31	1
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– Y11**

Total number of qualified teachers (FTE)	74.9
Number of pupils per qualified teacher	16.7

*FTE means full-time equivalent.*

**Education support staff:**

**Y7 – Y11**

Total number of education support staff	13
Total aggregate hours worked per week	329

**Deployment of teachers:**

**Y7 – Y11**

Percentage of time teachers spend in contact with classes	74.7
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**Average teaching group size:**

**Y7 – Y11**

***Financial information***

Financial year	<b>1998/1999</b>
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	£
Total income	3271745.00
Total expenditure	3235952.00
Expenditure per pupil	2731.00
Balance brought forward from previous year	14995.00
Balance carried forward to next year	50788.00

Key Stage 3	28.2
Key Stage 4	21.2

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

**Questionnaire return rate**

Number of questionnaires sent out	1252
Number of questionnaires returned	205

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	40	50	8	1	1
My child is making good progress in school.	40	49	10	1	1
Behaviour in the school is good.	33	60	2	0	4
My child gets the right amount of work to do at home.	28	57	10	4	0
The teaching is good.	31	63	4	0	2
I am kept well informed about how my child is getting on.	32	49	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	48	41	8	1	2
The school expects my child to work hard and achieve his or her best.	57	38	2	1	1
The school works closely with parents.	28	47	18	3	4
The school is well led and managed.	34	60	2	0	3
The school is helping my child become mature and responsible.	30	59	9	0	2
The school provides an interesting range of activities outside lessons.	26	42	20	2	10

**Other issues raised by parents**

A small number of parents raised concerns relating to individual problems their children had encountered. No additional concerns about aspects of the school as a whole were raised.