

INSPECTION REPORT

BRINE LEAS HIGH SCHOOL

Nantwich, Cheshire

LEA area: Cheshire

Unique reference number: 111439

Headteacher: Mr M K Butler

Reporting inspector: Mr C Sander
4151

Dates of inspection: 4th April – 7th April 2000

Inspection number: 184765

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
School address:	Audlem Road Nantwich Cheshire
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Telephone number:	01270 625663
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Parsons
Date of previous inspection:	5 th December 1994

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- It successfully achieves standards that are well above the national average by setting its pupils and teachers challenging targets.
- Excellent leadership and very good management promote a constant desire to improve that is shared by all.
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- The highly effective House system supports pupils' personal development very well.
- The school has been very successful in obtaining additional funding to improve its teaching accommodation.

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- There needs to a closer link between the marking of pupils' work and target setting so that they know what they need to do to improve the standard of their work.
- Better and more consistent use needs to be made of the afternoon registration period.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brine Leas High School is an 11-16 comprehensive community school of 969 boys and girls situated on the southern edge of Nantwich. It became a specialist technology college in September 1999 and has a high reputation locally for its sports and music as well as for its very good academic standards. Its pupils come from both the immediate locality and increasingly, from more outlying areas. The school has increased in size since the last inspection and is oversubscribed. The attainment of pupils on entry to the school at the age of eleven is above average. One hundred and twenty-four pupils have special educational needs, a proportion below the national average. Fewer than one per cent of pupils are from minority ethnic backgrounds. Six pupils have English as an additional language. Sixty-eight pupils are entitled to free school meals, a proportion below the national average.

HOW GOOD THE SCHOOL IS

Brine Leas High School is a very good school. Excellent leadership has enabled this very well managed school to define very precisely how it will build further on its previous successes. The governing body contributes very effectively in planning the longer-term development of the school. The quality of teaching, including the provision for pupils who have special educational needs, is very good. The school analyses the potential of all its pupils most carefully, sets challenging targets for teachers and pupils alike and monitors their work regularly. Standards are consistently well above average at the end of both key stages and have risen further since the previous inspection. The high quality of pastoral care provided by the very effective house system results in excellent relationships and personal development across the school. The school seeks and achieves success for all its pupils across many areas of activity. It reviews its work rigorously. Its strengths far outweigh its weaknesses. The school's basic income is low. It has successfully raised additional income to support its ambitious development plans. Pupils of all abilities achieve very well. The school provides very good value for money.

What the school does well

- It successfully achieves standards that are well above the national average by setting its pupils and teachers challenging targets.
- Excellent leadership and very good management promote a constant desire to improve that is shared by all.
- Very good teaching promotes high quality learning and produces high levels of achievement.
- The highly effective house system promotes very well pupils' personal development.
- The school has been very successful in obtaining additional funding to improve its teaching accommodation.

What could be improved

- There needs to be a closer link between the marking of pupils' work and target setting so that they know what they need to do to improve the standard of their work.
- Better and more consistent use needs to be made of the afternoon registration period.
- The school needs to provide for a regular, daily act of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its previous inspection in December 1994. Results at GCSE have been consistently well above the national average over the last three years and have risen at a rate above the national trend. Both boys and girls have sustained well above average standards in the national tests taken by all pupils at the age of 14. The quality of teaching and learning at Key Stage 3 is now much better and school policies are implemented much more consistently. Improvements to the curriculum mean that all pupils may now take a long or short course at GCSE in religious education and General and National Vocational Qualifications (GNVQ) courses have been introduced in Year 10. The school has gained Technology College status and additional funding is currently supporting major improvements to the school's specialist facilities. The school still does not provide a daily act of collective worship. However, much progress has been made in improving further the quality of assemblies and the level of pupil participation within them.

STANDARDS

The table shows the standards achieved by 14-year-olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
End of Key Stage 3 tests	A	A	A	B

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
GCSE examinations	A	A	A	B	

Key

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

Results in the 1999 tests for 14-year-olds were well above average for all schools nationally and above the average for similar schools. Results were highest in mathematics. They were above the national average in both English and science. Results were not quite as good as in preceding years in science. The school exceeded its targets in mathematics and English but not in science. Standards overall in the national tests have been similar for the last three years. Taken as a whole, in work seen during the inspection, standards were well above average with higher attaining pupils achieving particularly well when investigating problems in mathematics. Nearly all pupils calculate numbers accurately. Many can write at length and organise their written work well. Weaknesses in spelling are a feature of lower attaining pupils' work. Pupils achieve very well. They make very good progress.

GCSE results in 1999 were well above the national average. Sixty-eight per cent of pupils obtained 5 or more passes at grades A*-C. This was well above the national average, above the average for similar schools and very close to the school's ambitious target of 70 per cent.

Over the last three years, results have been well above the national average and the results of both boys and girls have risen at a rate faster than the trend nationally. The three-year average for pupils obtaining 5 or more passes at grades A*-C has risen by 17 per cent since the last inspection. The proportion of pupils obtaining 5 or more passes at grades A*-G in 1999 was below the average for similar schools nationally but standards in work seen indicate that lower attaining pupils achieve well. Higher attaining pupils achieve particularly well in mathematics with some reaching GCE Advanced Level standard by the age of 16. Pupils make very good progress because they are well taught to be methodical in their work. Above average standards were seen in English with some very good analytical and creative writing. Many pupils in the middle and lower sets reached above average standards. Many pupils achieve well above average standards in science because they apply their mathematical skills very well, have a very good understanding of scientific ideas and are encouraged to use scientific language very precisely.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to learn and nearly all are keen to play an active part in house activities. They respect their teachers and each other. They want to succeed.
Behaviour, in and out of classrooms	Very good. Pupils move around the school in an orderly manner. They are polite and mature in their dealings with one another. They are invariably attentive in class and work well with each other. The school code of 'Positive Schooling' is very successful. The number of exclusions is low.
Personal development and relationships	Excellent. The maturity and self-discipline of nearly all pupils is one of the great strengths of the school. This helps to promote very positive attitudes in class. Pupils of different ages get on well with each other. They are frequently eager to help each other.
Attendance	Satisfactory. Attendance is broadly in line with the national average. Unauthorised absence is lower than the national average.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is very good. This confirms the view expressed by parents. Teaching was good or better in two-thirds of the lessons seen. It was very good and occasionally excellent in one-third of lessons. No unsatisfactory teaching was seen during the inspection. It was particularly effective at Key Stage 4 where in four out of every five lessons seen the teaching was at least good. Teaching was particularly effective in mathematics and English at Key Stage 3. Examples of excellent teaching were seen in mathematics at Key Stage 3 and in science at Key Stage 4.

Teachers organise their lessons very well so that pupils know at the start of the lesson what they are expected to achieve. Expectations are high and much of the teaching seen was lively and purposeful. Encouraging comments help lower attaining pupils to make good progress and

teachers are particularly skilful in capturing and keeping the interest of their pupils. Pupils respect their teachers and appreciate that they are there to help them to succeed. They respond very positively in class as a result. The skilful use of questions encourages thoughtful responses from pupils of all abilities. Literacy and numeracy skills are very well taught, for example when researching a topic in history or developing a project in design and technology. Very good subject knowledge ensures that pupils of all abilities are well prepared for national tests and public examinations. Where teaching is less successful, pupils are less sure about what they have to do or they lose interest because the task lasts too long. The needs of all pupils are well met through the very well managed policy of grouping pupils according to ability in many subjects from Year 7 onwards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned to meet the needs of all pupils. Additional activities, particularly in music, drama and sport, and a good range of educational visits are further strengths of the curriculum.
Provision for pupils with special educational needs	Very good. Funding, specifically for special educational needs, is well-targeted and good communication between the co-ordinator and subject departments, as well as with outside agencies, ensures that pupils make very good progress.
Provision for pupils with English as an additional language	There is a good level of provision, organised through the special educational needs department for the six pupils concerned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development, particularly through the wide range of house activities in which many pupils participate. Moral values and spiritual awareness are promoted very well within assemblies. Many musical and dramatic activities, as well as visits abroad, support pupils' cultural development very well.
How well the school cares for its pupils	The school cares very well for all its pupils. The house system is particularly effective in promoting their maturity and confidence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He has established a shared commitment to high standards throughout the school. The school is very well managed. Everyone is clear about what is expected of them.
How well the governors fulfil their responsibilities	The governors fulfil their legal responsibilities well, giving generously of their time and expertise. They play an important part in the annual school review.
The school's evaluation of its performance	This is a major strength of the school. Subject departments and senior managers undertake a rigorous review annually of their development plan targets. This identifies what they need to do next.
The strategic use of resources	Great care is taken to ensure that funding is linked to raising standards. The targeting of expenditure is very effective indeed. Senior managers and governors take great care when making decisions about how funds are to be allocated and spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils are expected to work hard• The good teaching• The progress made by pupils• The school's leadership and management• The staff are very approachable	<ul style="list-style-type: none">• Inconsistent setting of homework

There were 315 completed questionnaires. Thirty-six parents attended the pre-inspection meeting. Nearly all parents value very highly what the school does for their children. The inspection findings confirm their very strongly held view that the school has high expectations of its pupils, is very well led and managed and provides good quality teaching. In nearly all lessons seen during the inspection an appropriate homework was set and there was no evidence of inconsistencies.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It successfully achieves standards that are well above the national average by setting its pupils and teachers challenging targets.

1. Taken as a whole, standards on entry to the school are above the national average. Results in the national tests and statutory teacher assessments at the end of Key Stage 3 and in the GCSE examinations at the end of Key Stage 4 are well above the national average. One of the most important reasons for this, is the highly effective arrangements that the school has developed over a number of years, to analyse the potential of pupils when they first join the school and then set challenging targets for the end of both Key Stage 3 and Key Stage 4.
2. In addition to using the levels reached by pupils in the national tests at the end of Key Stage 2, the school also carries out a comprehensive programme of testing. This is very effective in providing a more detailed picture of pupils' levels of attainment on entry to the school. It provides a very useful starting point, or 'benchmark' against which future progress and success can be measured. All teachers are given very detailed information about their pupils. This helps them make sure that they provide an appropriate level of challenge in their teaching. This was a particularly strong feature of the mathematics teaching seen at Key Stage 3. Challenging targets are set for each subject, each teaching group and each pupil. There is a very effective system involving senior staff, heads of subject and house staff, to support pupils' preparations for GCSE examinations. This concentrates in particular, on pupils who are on the borderline of the higher grade pass at GCSE, or who are at risk of not achieving the grades that they should. Individual teachers work closely with their pupils to ensure that they are fully aware of what they need to do to achieve their target grades.
3. As a result, both pupils and teachers are very clear about what is expected. In each subject at GCSE, a clear link is made between the standard reached by each pupil when they entered the school and the minimum grade that they should achieve. Progress is reported formally twice during each year, and in Year 11 there is a very detailed analysis of pupils' performance undertaken after the mock examinations. This helps all teachers to identify clearly what needs to be done to achieve pupils' target grades. At Key Stage 3, pupils are given very precise targets for improvement in each subject and are made well aware of what they need to do to reach a particular National Curriculum level. This was well illustrated in English and history lessons seen during the inspection.
4. These arrangements have been very successful. They enable the school to set challenging targets and also to take early action when low standards are identified. In many subjects, both boys and girls have achieved higher than expected results. In the 1999 GCSE examinations both boys and girls did particularly well in mathematics, science, history and geography and in information technology and business studies. There has also been a consistent pattern of improvement over time in these subjects. When, in 1996, nearly one third of pupils entering the school had a reading age below their chronological age, the school concentrated on improving literacy. As a result, these pupils achieved standards broadly in line with the national average in the 1999 national tests in English.

Excellent leadership and very good management promote a constant desire to improve that is shared by all.

5. The headteacher provides excellent leadership. His determination that the school should continue to build on its previous successes is shared by all staff and the governing body. He has been particularly successful in sharing his vision of the long-term future of the school with all his staff and in developing a very strong partnership with his governing body. Similarly strong partnerships have been developed with parents, with local primary schools and with the business community. As a result, everyone associated with the school is heading in the same direction, namely to achieve the highest degree of success possible for all pupils.
6. This shared understanding is very well illustrated in the school's very good development planning. The school's priorities, its targets, what needs to be done and by whom, are very clearly defined. All activities are linked to improvements in standards. There is a very close link between financial planning and the priorities of the school development plan. The objectives, targets and activities within subject department development plans are also closely linked to the school plan. A particularly powerful feature is the annual review, in which governors play an important role in evaluating the degree of success achieved. As part of this activity, each subject department looks very closely at what it has achieved and what remains to be done.
7. There is a constant emphasis on seeking to make things better. The headteacher and his senior colleagues are particularly effective in making this happen. The school development plan identifies very clearly how the school intends to improve both its facilities and its results. Departmental development plans identify in more detail how this will be done and by whom. A curriculum initiative in science, in association with a local university, a basic skills project with local primary schools and a research project on teaching and learning, are current examples of this approach.

Very good teaching promotes high quality learning and produces high levels of achievement.

8. The quality of teaching in lessons seen during the inspection was very good at both key stages. The school has very successfully dealt with the weaknesses in teaching at Key Stage 3, identified in the previous inspection in 1994. Higher attaining pupils are very well challenged to achieve well above average standards. Middle and lower attaining pupils are given confidence to succeed. Pupils are very well motivated. They learn at a fast rate in many lessons and achieve well above average results in many subjects at the end of both key stages. Lessons are well managed in a firm but friendly manner. The policy that boys and girls sit and work together has helped to improve further boys' attitudes and work rate.
9. Teachers know their subjects well. They plan their lessons most carefully. They are very skilful in explaining things, step by step, to their pupils. This helps maintain pupils' interest and results in a very good level of understanding. In a Year 10 business studies lesson, the teacher explained a cash flow analysis chart very clearly so that all the pupils, including those with special educational needs, achieved a good level of understanding about receipts, payments and bank balances. Similarly, in a Year 7 information technology lesson, excellent subject knowledge combined with very clear explanations enabled pupils to create an animated information display about themselves using commercial software.
10. Teachers expect their pupils to do well. They are skilful in convincing them that they can. They maintain careful records and set targets that are challenging but suitable for the individual pupil. The support that they offer to individual pupils within lessons is particularly

effective in helping middle and lower attaining pupils to make progress. Higher attaining pupils are regularly challenged to achieve the very highest grades. This was well illustrated in both key stages where pupils were preparing for national tests or GCSE examinations. Higher attaining pupils are encouraged to use language precisely and to think clearly. This was a strong feature in a Year 11 science lesson where the teacher insisted upon the correct use of terms as pupils described the effect of forces.

11. At the start of lessons teachers make sure that pupils are very clear about what they are expected to achieve. In the best teaching seen, good reference was also made to National Curriculum levels to describe the expected standards of work. In an excellent Year 9 mathematics lesson pupils achieved a high level of success in enlarging shapes, using various scale factors, because the teaching skilfully linked this to their previous work. This provided a very good foundation for the next step in developing their understanding, as pupils made good use of this earlier learning. In a Year 10 religious education lesson, a similarly careful organisation of the lesson, enabled pupils to explore issues of racism within the Jewish culture by drawing upon their previous study of the story of the good Samaritan.
12. Much of the teaching seen during the inspection was lively and purposeful. It was well matched to the needs of all pupils and successfully gained their interest from the start. Teachers provide a good variety of activities within lessons. This approach encourages pupils to take an active part in lessons. In an excellent Year 11 science lesson, this enabled pupils to revise very successfully their previous work on forces as part of a well planned preparation for the GCSE examination. In a Year 7 French lesson, lower attaining pupils responded particularly well to the swift pace and sense of fun created by the teacher as they learnt the names of different animals.
13. Teachers are very good at giving helpful comments to pupils during the lesson. By telling them clearly how they are doing, they help lower and middle attaining pupils in particular, to make good progress and grow in confidence. As a result they achieve very well and maintain a good rate of work in lessons. Higher attaining pupils are encouraged to reach very high standards. This was a particularly strong feature of much of the good and very good teaching seen during the inspection. It is helping middle and lower attaining pupils to achieve particularly well. This is an important feature of the overall well above average standards achieved at Brine Leas. In a Year 9 mathematics lesson, for example, pupils developed a very clear understanding of how graphs can be used to present information in different ways. In a Year 9 English lesson, the teacher's probing comments and questions helped lower attaining pupils to improve their imaginative writing by concentrating on the mood, feelings and setting suggested by their study of the painting of 'The Scream'. It also produced a high level of motivation amongst lower attaining pupils in another English lesson, when they assessed the quality of each other's reading of the text of Oliver Twist. In a Year 11 music lesson, the skilful interventions by the teacher ensured that pupils used the correct terminology when responding to a listening test.
14. Very good use of questions within lessons frequently enables pupils to made good progress because it encourages them to think in more detail about what they are doing. Pupils frequently use their well developed skills in speaking and listening to answer clearly and confidently. In a Year 11 science lesson, questions were used very skilfully to consolidate pupils' understanding that mass is universally constant but weight can change; whilst in a Year 10 German lesson, very good use of questions enabled pupils to develop confidence quickly in the use of the perfect tense as they moved from simple answers to more complex sentences. As a result, all pupils were working towards a higher grade pass at GCSE by the end of Year 11.

15. Pupils also learn well in many lessons because they are sufficiently mature, confident and self-disciplined to work things out for themselves and take responsibility. They also work well with each other, particularly in practical activities. The very good organisation of lessons provides well planned opportunities for this. In a Year 8 food technology lesson pupils worked with a busy cheerfulness as, in groups, they enthusiastically set about making Bakewell tarts. In a Year 10 physical education lesson, pupils acted confidently as team managers when devising coaching schemes and evaluating the performances of team members.
16. Very good relationships between pupils and teachers were, invariably, a recurring feature of many of the lessons seen during the inspection. Teachers are keen to teach and pupils are eager to learn and expect to work hard in lessons. As a result, no unsatisfactory teaching was seen during the inspection and hard work and good progress were a recurring feature of many lessons.

The highly effective House system supports pupils' personal development very well.

17. Another reason why pupils do well at Brine Leas is because they have many opportunities to participate in house activities. The well-established house system provides very good opportunities for pupils to work together and to take responsibility. A wide range of activities is organised each year involving sports, music, drama, public speaking, chess and a range of social events. These provide regular opportunities for pupils of different ages to work together. This contributes very effectively to the personal development of all pupils by promoting a strong spirit of community and co-operation which characterises the ethos of the school. During the inspection pupils were preparing for orchestral and choir competitions. They willingly gave of their time during the lunch hour and took real pride in improving their performances. A particularly strong feature was the role played by older pupils in leading the practices.
18. Such activities develop a strong spirit of team work with an appropriate degree of competitiveness. The school monitors very carefully pupils' involvement in house events. The vast majority of pupils take part in at least one event and many in more than one during each year. It is significant that pupils maintain a high level of involvement as they get older.
19. The school policy of 'positive schooling' is very well managed through the house system. The strong emphasis on praising and rewarding good behaviour and effort results in very positive attitudes right across the school. This has a direct bearing on the standards achieved in lessons.
20. There are also many opportunities for pupils to exercise leadership as prefects, sports captains and members of the school council. These support pupils' personal development very well by encouraging them to take responsibility and show initiative in organising various social and competitive events. Through regular fund-raising activities organised within each house, pupils respond very generously to the needs of those less fortunate than themselves. They identify the charities they wish to support and exercise a high degree of initiative in organising fund-raising events, for example in seeking local business sponsorship to support schools in Somaliland.

The school has been very successful in obtaining additional funding to improve its teaching accommodation.

21. The school's basic budget is lower than most schools nationally. The headteacher, senior staff and governors have very successfully sought significant levels of additional funding

to improve provision in science, art and modern foreign languages. A particular strength of this strategy is that the school has sought to improve both its creative arts and technology facilities. As a result, they have responded very positively to a key issue in the previous inspection report in 1994. The recently successful bid for technology college status will support further improvements, particularly in facilities for information technology, mathematics and science.

22. Priorities have been clearly identified within the school's site development programme and funding is being targeted rigorously, both annually and in the longer-term, to improve the quality of facilities and raise standards still further in art, drama and modern foreign languages.

WHAT COULD BE IMPROVED

There needs to a closer link between the marking of pupils' work and target setting so that they know what they need to do to improve the standard of their work.

23. In Years 9, 10 and 11 pupils record at the front of their exercise books up to three targets. This practice is designed to help them improve the standard of their work. At present the link between these targets and the comments made when pupils' work is marked is not always clear. As a result, pupils were not fully aware of what they needed to do to improve their standard. There was no reference in the teachers' comments to the particular targets that had been set previously.
24. Whilst the staff handbook contains a well thought out assessment policy, it does not include the whole-school marking policy. As a result, practice varies between and within subject departments. There needs to more consistent reference to pupils' agreed targets, so that they understand more fully what they need to do to improve. They need to know whether they have achieved their targets within a particular piece of work. This will support the school's drive to raise standards still further.

Better and more consistent use needs to be made of the afternoon registration period.

25. Whilst some tutors make good use of the afternoon registration period, practice is inconsistent across the school. The time available is not always used well to complete such tasks as the checking of homework diaries or the completion of records of achievement. On some occasions, pupils spend the time talking amongst themselves so that little constructive work is apparent.
26. The school has prepared a comprehensive programme of materials for tutors to use during this time, many of which would enable the school to fulfil the requirement for a daily act of collective worship. These were not seen in use during the inspection.
27. Guidelines for the use of this time need to be written to support consistent practice. The use of form time needs to be monitored more regularly.

The school needs to provide for a regular, daily act of collective worship.

28. The school has successfully improved the quality of whole school assemblies and has introduced an effective programme of house assemblies. Whilst these include an opportunity for collective worship they do not occur on a daily basis. The governors have considered very carefully how best they might fulfil the legal requirement to provide for a daily act of collective worship, but the current arrangements need to be further reviewed in order fully to meet legal requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Brine Leas High School is a very good school that already meets the needs of all its pupils very well. In order to become still better the governors and senior management should:

- Review current practice in marking pupils' work in order to link it more closely to their targets for improvement by:
 - including a statement on marking and its purpose in school documentation;
 - developing a shared understanding, by both teachers and pupils, of the links between marking and target setting;
 - monitoring the implementation of agreed policies within and across subject departments;
 - evaluating the degree to which marking is helping pupils to reach their targets and raise their standards further.
- Make better and more consistent use of form time by:
 - reviewing the effectiveness of current practice;
 - identifying how this time might support the further raising of standards;
 - revising an agreed programme of activities;
 - monitoring their consistent application;
 - evaluating the impact any changes have on pupils' learning and the standards they achieve.
- Ensure that all pupils have the opportunity to participate in a daily act of collective worship by:
 - monitoring more closely the use of materials made available for this purpose during form time;
 - reviewing current organisational arrangements in order to identify any further alternative ways by which the legal requirements might be met.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	26	37	33	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

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	969
Number of full-time pupils eligible for free school meals	68

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	12
Number of pupils on the school's register of special educational needs	124

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.5	School data	0.5
National comparative data	7.9	National comparative data	1.1

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

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	99	90	189

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	57	82	55
	Girls	80	69	57
	Total	137	151	112
Percentage of pupils at NC level 5 or above	School	79 (75)	80 (70)	59 (77)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	42 (46)	53 (59)	30 (45)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	64	83	69
	Girls	79	68	69
	Total	143	151	138
Percentage of pupils at NC level 5 or above	School	76 (82)	80 (44)	72 (84)
	National	64 (61)	64 (11)	60 (59)
Percentage of pupils at NC level 6 or above	School	53 (49)	55 (59)	35 (53)
	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	98	78	177

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	63	90	98
	Girls	55	75	77
	Total	118	165	175
Percentage of pupils achieving the standard specified	School	68 (75)	93 (91)	99 (95)
	National	47.8 (46.3)	88.4 (87.5)	93.9 (93.4)

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

GCSE results		GCSE point score
Average point score per pupil	School	45 (46.5)
	National	37.8 (37.0)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	3
Pakistani	
Bangladeshi	
Chinese	2
White	957
Any other minority ethnic group	6

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	39	1
Other minority ethnic groups		

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)	53.46
Number of pupils per qualified teacher	18.48

FTE means full-time equivalent.

Education support staff: Y7– Y11

Total number of education support staff	13
Total aggregate hours worked per week	270.5

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78.8
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Average teaching group size: Y7 – Y11

Key Stage 3	24.6
Key Stage 4	21.2

Financial information

Financial year	1998-1999
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	£
Total income	2022825
Total expenditure	2035175
Expenditure per pupil	2183
Balance brought forward from previous year	9730
Balance carried forward to next year	-2620

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	969
Number of questionnaires returned	315

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	58	4	1	0
My child is making good progress in school.	46	51	3	0	0
Behaviour in the school is good.	35	57	4	1	3
My child gets the right amount of work to do at home.	21	61	15	1	3
The teaching is good.	41	56	1	0	2
I am kept well informed about how my child is getting on.	34	52	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	52	45	2	1	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	35	50	10	1	4
The school is well led and managed.	55	42	1	0	2
The school is helping my child become mature and responsible.	46	50	2	1	2
The school provides an interesting range of activities outside lessons.	45	46	4	0	5