

INSPECTION REPORT

ROBERT MAY'S SCHOOL

ODIHAM

LEA area: Hampshire

Unique reference number: 116477

Headteacher: Mrs S Rafter

Reporting inspector: Mr R Drew
7281

Dates of inspection: 17-21 January 2000

Inspection number: 186580

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:	Voluntary controlled
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	West Street Odiham Hook Hampshire
Postcode:	RG29 1NA
Telephone number:	01256 702700
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Spruce
Date of previous inspection:	15 January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Robert May's is an 11-16 comprehensive school with 1142 pupils on roll. It serves the village of Odiham and parts of several neighbouring villages. All but a tiny minority of the pupils are white; very few have English as an additional language and less than 2 per cent are eligible for free school meals. The proportion of pupils with special educational needs is below average. Pupils' attainment on entry covers a wide range but, taken as a whole, it is above average.

HOW GOOD THE SCHOOL IS

Robert May's School is a good school with many very good features. Strong leadership and the collective effort of the staff encourage pupils to strive for high standards of academic attainment and personal development. The school's strengths far outweigh its weaknesses and it gives very good value for money.

What the school does well

- Standards of attainment at Key Stage 4 are well above average.
- Pupils have excellent attitudes to work, and their behaviour and relationships are very good.
- The school offers exceptional extra-curricular opportunities for pupils and makes very good provision for moral and social development.
- Leadership and management of the school are good, providing a very clear sense of direction, establishing a strong ethos and offering calm administrative efficiency.
- Teaching is good, especially at Key Stage 4, where it is predominately very good.

What could be improved

- Standards at Key Stage 3 are not high enough, because limited use is made of assessment.
- The school offers too little opportunity for the spiritual development of pupils.
- Statutory requirements are not met for religious education and information and communication technology provision at Key Stage 4.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection. In particular, it has raised standards at Key Stage 4, with the proportion of pupils gaining five A* to C passes rising from 68 per cent to 74 per cent, and it has improved the quality of teaching considerably from an already strong position. Mixed progress has been made on the key issues specified in the last inspection report. Able pupils are provided for more effectively, though there is still scope for better provision, especially at Key Stage 3. There have been far fewer split classes for several years, but in 1999 the problem partly returned. Library provision is greatly improved, as is planning in physical education. Improvements to accommodation have been approved. Some attention has been given to religious education at Key Stage 4, to the daily act of collective worship and to spiritual development, but little progress has been made on these issues. Information and communications technology (ICT) hardware is in greater evidence but, at Key Stage 4, provision still fails to meet requirements.

STANDARDS

The table shows the standards achieved by 14 and 16 year olds based on average point scores in

National Curriculum tests and in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Key Stage 3 tests	A	A	A	D
GCSE examinations	A	A	A	C

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

At Key Stage 3, the school's standards are well above those of all schools nationally, but compared with schools with a similar intake, attainment is below average. For the calibre of pupils the school receives, the proportion of pupils gaining level 5 and above in tests in English, mathematics and science is low, even though it compares well with schools generally. Teacher assessments in other subjects show a similar pattern. The key reason for this is the under-use of assessment data and target setting, so that work is not as closely matched to the abilities of pupils as it could be.

Standards at GCSE are also well above the national average for all schools. When compared with the points scores for pupils in similar schools, standards are average, but they appear more favourable when measured against the percentage of pupils gaining five or more A* to C passes. In English, mathematics and science standards are well above average: for example, nearly four times the national average gain A* and A grades in all three subjects. Most other subjects have very good results, with a range of art courses achieving particularly well, while history and drama exceed national average pass rates but fall below the school's own general standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely well motivated and study effectively.
Behaviour, in and out of classrooms	Very good. Both around school and in lessons, the overwhelming majority of pupils behave with considerable maturity.
Personal development and relationships	Very good. Pupils are quick to take up the many opportunities offered by the school; they socialise and work very well together.
Attendance	Very good.

The impressive commitment of pupils both to study and the other activities available is a major strength of the school.

TEACHING AND LEARNING

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

Of the lessons seen during the inspection, 98 per cent had teaching which was at least satisfactory. Indeed, for the school as a whole, over 40 per cent had very good teaching; a similar percentage had good teaching, while there was satisfactory teaching in about 14 per cent. Unsatisfactory teaching was statistically insignificant.

At Key Stage 3, very good teaching was seen in about 30 per cent of lessons, while in over 60 per cent the quality was good. At Key Stage 4, however, the situation was even more favourable, with 60 per cent of lessons having very good teaching. The strengths of teaching at both key stages include the very strong subject expertise of staff and their fine management of pupils. At Key Stage 4 these are further helped by the teachers' very good use of assessment and the setting of high expectations based on an intimate understanding of GCSE requirements, but at Key Stage 3 these skills are less well developed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The formal curriculum is good; at Key Stage 4 there are some strengths but ICT and religious education fail to meet requirements; extra-curricular provision is excellent.
Provision for pupils with special educational needs	Satisfactory. Most documents and systems are in place; there is an adequate number of support staff; care in the classroom is good, with some differentiated provision; the Year 7 withdrawal group has only intermittent help.
Provision for pupils with English as an additional language	Good. Relatively few pupils are involved, all with a good command of English. Staff ensure that pupils understand oral and written instructions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with particularly strong provision for moral and social development and for aspects of cultural development; pupils receive relatively few experiences of non-European cultures and there is very limited scope for spiritual development.
How well the school cares for its pupils	The school's pastoral care is of a very high order; its monitoring of academic progress is less well developed, especially at Key Stage 3.

The school establishes a good environment for learning and for pupils' personal development. It adds to an already good formal curriculum with an excellent range of other activities and provides a high standard of pastoral care for pupils of all abilities. Some specific aspects of the curriculum need to be developed along with assessment arrangements at Key Stage 3.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is good leadership by the head and key staff, particularly in terms of setting clear aims and in enabling these to be successfully pursued. The school provides very good value for money.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They are very supportive of the head and staff, but lack sufficient involvement in aspects of the school's life.
The school's evaluation of its performance	The school has a good awareness of its current strengths and weaknesses, and has effective strategies for improvement.
The strategic use of resources	Good. Little that the school has is under-used: materials, equipment and space, inside and outdoors, are all heavily used.

The school has been and continues to be well led. Senior managers, past and present, have established a very effective ethos in which the central purpose of striving for excellence is accepted as the norm by pupils, staff and parents, and in which building good relationships is equally well valued. Managers have been less successful in setting and costing specific targets and in various aspects of monitoring, including the progress being made on planned changes and the regular monitoring of teaching and of pupils' progress at Key Stage 3.

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 school expects their children to work hard and achieve their best. • The school provides an interesting range of activities outside lessons. • The school helps their child become mature and responsible. • Their children are making good progress. • Their children like school. • They would be comfortable approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • Homework arrangements, especially the lack of a timetable at Key Stage 3. • Information about the progress of their children. • Parents and the school do not work closely enough together.

Inspectors find strong evidence in favour of all the very positive views of parents and note the extremely high levels of support for these and many other issues. There was a high rate of return of the parents' questionnaire. Where a minority of parents would like to see improvement, inspectors find as follows: on the matter of information to parents, both the amount and quantity are good compared with that found in schools nationally; similarly, while links between home and school may be problematic for some parents, the overall position is a strong one compared with arrangements in other schools. Homework is well used at Key Stage 4, but inspectors find that at Key Stage 3 a timetable is needed to bring more order to homework allocation.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables pupils to reach standards of attainment at Key Stage 4 which are well above average

1. By the time pupils leave Robert May's School, they are attaining at levels well above the average for schools nationally. For example, in 1999, 74 per cent of pupils obtained five or more A* to C grades at GCSE, compared with 46 per cent nationally. Standards are also much higher than national ones in terms of the proportion of pupils gaining five A* to G grades and on the basis of pupils' point scores at GCSE.

2. English, mathematics and science all achieve impressive results at GCSE, with A* to C pass rates in the upper 60's to upper 80's, while nationally the proportion is closer to 50 per cent. Many pupils obtain the very highest grades, with approximately four times the national average gaining A* in each of these subjects in 1999.

3. Many other subjects regularly have A* to C pass rates between 75 per cent and 100 per cent, generally with a large entry number. In 1999, these included art and design, painting and drawing, graphics, ceramics, textiles, business studies, child development, design and technology systems and control, music, French, German, Spanish and religious education.

4. Compared with schools with a broadly similar intake of pupils, GCSE results are above average in the proportion of pupils gaining five A*-C passes and five A* to G passes. Standards match those found in similar schools when pupils' points scores are compared.

5. The school has improved standards at GCSE since the last inspection. Since the 1994 figures quoted in the last report, the percentage of pupils gaining five or more A* to C grades has risen from 63 per cent to 74 per cent, and A* to G passes have gone up from 92 per cent to nearly 98 per cent. While national percentages have risen at a marginally faster rate, it is considerably harder to raise standards rapidly when their starting point is already high.

6. In lessons observed at Key Stage 4, and in other sources of pupils' work, standards are as high as public examination results indicate. Some very impressive analyses of Shakespearean texts were seen; Year 11 pupils are very good at giving detailed references to language and structure in extended analytical writing; pupils also showed high-level ability in a Year 11 science lesson, when calculating energy changes in endothermic and exothermic reactions.

7. These high standards of attainment reflect the combined impact of pupils' and parents' strong commitment to education, the challenge and interest teachers sustain and the general ethos of the school, in which excellence is pursued in all aspects of school life.

8. Pupils and parents choose this school in the expectation that working hard and doing well are the norm. Pupils show particularly positive attitudes to study in all year groups. At Key Stage 4, teachers are also very effective indeed in the way they understand the requirements of the courses taught and how to prepare pupils for GCSE examinations. Their day-to-day teaching is consistently very good and offers pupils challenging and varied work in an atmosphere that is very positive. It supports and challenges pupils of all abilities and sets them targets early on in the key stage so that they

have something both realistic yet suitably demanding to aim for.

Pupils have excellent attitudes to work and their behaviour and relationships are very good

9. At both Key Stages 3 and 4, the attitude to school of the vast majority of pupils is excellent. They arrive keen to succeed, wanting to know how well they are doing, disappointed if they have missed opportunities or performed less well than they might. With more maturity and less naivety, they retain this attitude throughout the school.

10. In all years, pupils are eager to participate in lessons and in extra-curricular activities. During lessons, pupils are quick to answer questions and prompt in following instructions. They concentrate very well on sustained tasks and are adept at moving from whole-class work to paired or group activities. They take great pride in the presentation of their work. In classroom and laboratory routines, they show unusual maturity in the unhurried but efficient way they prepare for and clear up after lessons. For example, a Year 9 science class took a mere three minutes to put away all the apparatus and materials from an experiment, with no fuss and full regard for safety.

11. The number of pupils participating in, and the hours they spend on after-school activities is exceptional, and further proof of the very positive attitude of pupils and the commitment of staff.

12. Behaviour in lessons is very good and is matched by behaviour around school and in after-school activities. Compared with schools nationally, the pupils are very good indeed at adopting the appropriate mode of behaviour for each situation they find themselves in: they are suitably formal in lessons and more informal, but properly respectful, around the corridors, in the dining hall or waiting for buses. In many extra-curricular activities, they can be exuberant and uninhibited if this befits the occasion. Even aspects or subjects which they may not particularly like are accepted as a necessary part of going to school. Exclusion rates are unusually low and this further indicates the very positive approach of all but a very few pupils.

13. Relationships are very good and lie at the heart of why behaviour is nearly always so positive. Staff set out to treat pupils as adults, operating with minimal rules, which they clearly state and enforce. Pupils respond by reacting maturely and they are able to work responsibly and independently, as, for instance, during a mainly unsupervised ICT session after school. In lessons, they are very good at working together and in groups: they help support each other and are prepared to praise others' efforts, as, for example, in a Year 9 lower-attaining science group, where there was spontaneous applause when a pupil successfully explained how she had carried out an experiment.

14. Around school, pupils are lively and outgoing, but this is within the framework of being courteous and polite to staff and visitors. On school trips, they are viewed as a credit to the school by parents attending as helpers.

The school offers exceptional extra-curricular opportunities and makes very good provision for moral and social development

15. The school offers pupils an extremely wide range of extra-curricular activities. Take-up and quality are equally high. Nearly every subject area has after-school activities, taking place several evenings a week and at weekends. A large number of pupils are involved in sports, while drama productions and other periodic events at the school are unusually

frequent. In addition, pupils go on a vast array of trips, which range from the explicitly educational to the essentially recreational.

16. Sport, drama and music are particularly successful in this respect. Individuals and teams perform in a great number of sports, some for fun, others highly competitive, winning competitions at local, regional and national levels. Drama and music also demonstrate the willingness of staff and pupils to be involved in team efforts, combining to write and produce their own musicals, with casts of over 200 and a professional standard of performance. It is also characteristic that, in all these areas, the talented and the willing but less gifted are equally welcomed.

17. Equally significant are the many clubs and societies associated with other subjects, which offer rooms, facilities and staff after school. Here pupils can catch up with class work or consolidate their skills in subjects such as art, language and ICT.

18. The school provides very well for pupils' moral and social development, partly through these extra-curricular opportunities, but also through the formal curriculum.

19. In whatever context, staff lead by example: they provide very good role models, exhibiting the very commitment and high personal standards that pupils emulate. They consistently follow the school's policy of rewarding positive behaviour, resorting to sanctions only in extreme cases. Pupils are left in no doubt that honesty, respect and truthfulness are the school's values. Both lessons and extra-curricular events are heavily dependent on interaction and pupils cannot easily remain passive or socially isolated. The structure of most school activities fosters a constructive, participative and very sociable response from pupils.

20. Reinforced by specifically focused events, such as 'Attitudes Day', viewed very favourably by pupils and parents, pupils are explicitly helped to understand and relate to people with a range of disabilities.

Leadership and management succeed in giving the school a very clear sense of direction, a strong ethos and great organisational efficiency

21. There are good leadership and management in the school at all levels, but a key strength is the ability of leaders to establish clear aims and the means to achieve them.

22. Senior managers under both the present and previous headteacher have put great stress on seeking excellence in all school activities and in benefiting from 'being part of a self-disciplined and caring community'. Through good communication and example, these central aims have been adopted by all subject and pastoral leaders. They are now part and parcel of what the school stands for.

23. Pupils and parents now share with staff in upholding an ethos in which high standards are strongly pursued. Morale amongst staff and pupils is very high and the atmosphere in school is one which nurtures care and attainment especially well.

24. Leaders and managers have successfully established strong team work throughout the school. It is a marked feature of nearly all departments and of the school's pastoral structure. Ad hoc collaboration, for example between music and drama when mounting a production, comes easily, because the school is managed in such a way as to promote co-operation.

25. Facilitating these very positive aspects of leadership is the high quality of organisational and administrative management found in the school.

26. For such an oversubscribed school with cramped premises and high levels of activity during an intensive day, few problems arise. Long-term arrangements, such as staff deployment, subject rooming, and financial monitoring, are very effective, and day-to-day administration by clerical staff is exceptionally well managed. This organisational efficiency makes a significant contribution to the ability of staff to pursue the academic and pastoral aims central to the school's work.

Good teaching, especially at Key Stage 4, promotes high standards of attainment

27. Teaching across the whole school has many strengths and was satisfactory or better in 98 per cent of the lessons observed during the inspection. Over 40 per cent had very good teaching and 42 per cent good teaching.

28. At Key Stage 3 good teaching was predominant, while at Key Stage 4, over 60 per cent of the lessons seen had very good teaching. Teaching in all year groups showed very good subject expertise and pupil management skills, but particular strengths are found in the teaching of Years 10 and 11. Here lesson planning is geared very effectively to the course requirements and staff have an acute awareness of GCSE standards and of how to set high expectations. They are good at communicating these to pupils, who generally have a clear picture of what grades they should aim at and how to achieve them. Alongside this, teachers use a stimulating variety of approaches and techniques, which keep pupils very well motivated and actively engaged in lessons. On-going assessment and homework are used well. It is common in lessons, especially at Key Stage 4, to find the enthusiasm of staff a contagious and beneficial factor. These features are occasionally found in Key Stage 3 lessons, but far less often than at Key Stage 4.

29. Pupils make very good progress through Key Stage 4, because collectively the particular strengths in planning, assessing and setting high expectations provide a strongly focused two years. Teachers and pupils share a particularly clear sense of direction. For example, in a Year 11 history lesson, there was very good teaching, based on a carefully planned sequence of structured activities which successfully extended pupils' understanding and knowledge. There was helpful reference to previous learning and to future lessons; pupils were helped to remain enthusiastic by the brisk pace and good variety of individual, paired and whole-class work. Pupils had clear and high expectations of what they might achieve at GCSE and were confident of success. In a very good design and technology lesson in Year 11, the teacher was sufficiently well organised to manage to hear every pupil evaluate their own progress and relate this to how well they might be expected to perform at the end of the course. The high level of challenge and good pace that prevailed arose from the clear instructions given by the teacher and the carefully matched advice and support given to individuals. In a very well taught English lesson in Year 11, both the pupils and the teacher had a clear idea of the former's potential grades at GCSE; expectations in the lesson were accordingly set at challenging levels. The teacher was particularly skilful at helping pupils to develop their own understanding of the text through the use of incisive, highly focused questions. Pupils were also impressed and motivated by the teacher's particularly close knowledge of the text and the clarity with which it was explained to them.

WHAT COULD BE IMPROVED

Standards at Key Stage 3 are not high enough

30. While standards at Key Stage 3 are high, being well above average for all schools nationally, they do not compare favourably with the Key Stage 3 test results for schools with a similar intake. They are below average on this basis using 1999 figures and, whilst 1998 figures were better, the position in 1996 and 1997 was consistent with 1999.

31. The attainment on entry for pupils joining Year 7 is noticeably above average: a much higher proportion of pupils arrive having already reached level 4 in English, mathematics and science than is common. This evidence is further supported by data on pupils' reading ages, and by the outcome of a nationally respected commercial testing programme, regularly used by the school. While some pupils have a disadvantaged socio-economic background, the great majority come from a very advantageous one, with the free school meals figure at the low end of the most favoured category.

32. Whereas the school had 78 per cent of pupils gaining level 5 or above in English tests, many schools with a similar intake achieve 87 per cent and above. In mathematics, the situation was much the same in 1999, while in science, the 68 per cent gaining level 5 and above compares very unfavourably, placing it amongst the bottom 25 per cent of similar schools. Relatively few pupils obtain level 8 or Exceptional Performance in English, mathematics or science compared with similar schools. In non-core subjects, it is again the case that results in most are high in absolute terms, but do not exceed the average by the vast margins found in many schools with a similar pupil intake. This underachievement across much of the Key Stage 3 curriculum represents a failure to allow pupils to attain at quite as high a level as they otherwise might. It also represents a lower than necessary launch pad for the start of Key Stage 4.

33. The factors responsible for this situation are several. Assessment data about pupils on entry is widely available, but is not systematically used to evaluate standards and set targets for pupils within Key Stage 3 or at the end of the key stage. Subject schemes of work and day-to-day teaching have many strengths, but they lack an awareness of and reference to National Curriculum levels. Neither pupils nor staff show the same confident knowledge about current achievements and future potential as they do at Key Stage 4. As a result, the level of challenge in individual lessons is sometimes too low and occasionally too high, because it is not informed by regular reference to National Curriculum standards. Progression across a series of lessons or the key stage as a whole is less successful for similar reasons. Homework is not used as a thoroughly coordinated extension of classwork and is less effective in supporting pupils' learning than at Key Stage 4. Liaison with Key Stage 2 has its strengths in the continuity of pastoral care it offers, but curricular links are less well developed. This again, compared with best practice in similar schools, hinders the ability of staff to help pupils realise their full potential: few subjects have reliable, detailed information about their pupils' prior learning on which they systematically build from the start of Year 7.

The school offers too few opportunities for spiritual development and acts of collective worship

34. The school does not meet the statutory requirement for a Daily Act of Worship, since assemblies and tutorials only occasionally include scope for such activity. Also, religious education requirements at Key Stage 4 are not met, since the very small time allocation for pupils not taking GCSE religious studies is inadequate for teaching the locally Agreed Syllabus.

35. While both religious education provision and the Act of Worship centre on the explicit beliefs of religious communities, the school's provision for spiritual development is a separate but related matter. It is unsatisfactory, because too few opportunities are provided for pupils to develop their own beliefs or to dwell on that which is amazing, beautiful, curious or requires time for reflection.

36. Spiritual development depends on both the curriculum and occasions such as assemblies and tutorials. While assemblies are good in some aspects, they lack music, atmosphere or time to reflect; tutorials occasionally offer scope for discussion and some opportunity for quiet thought, but this is rare, and they are not usually used for debating fundamental questions or for personal reflection.

37. In lessons, there are some occasions when the spiritual dimension is given prominence, but generally two strategies are neglected. Firstly, teachers do not create or plan sufficient opportunities across the curriculum to highlight and dwell on the exciting and awesome. For example, plans do not anticipate situations in which there is the likelihood of exciting discovery to be made in science, or where a sense of exhilaration or achievement is predictable in art, physical education or music. Similarly, planning does not often seek to emphasise the emotional response pupils might make to creativity in art or literature or to the impact of peoples' suffering or joy in history, geography or religious education.

38. Secondly, teachers too often miss opportunities to seize and build on unplanned occasions for spiritual development as they arise. While there are exceptions, it is generally the case that when something remarkable, intriguing or beautiful occurs, it is not dwelt on, exploited or developed, but passed over relatively quickly.

Statutory requirements for information and communication technology are not met at Key Stage 4

39. The school has improved ICT provision considerably since the last inspection, especially in terms of the hardware and software acquired and its accessibility for pupils. However, this process has not yet reached the point, at Key Stage 4, at which the coverage of ICT curricular requirements is complete: lessons offer too few opportunities for developing ICT expertise in general, and some skills such as data logging and aspects of modelling and control are particularly underrepresented. Not all the subjects through which ICT is taught include adequate arrangements for assessing pupils' attainment in ICT skills.

40. The school may comply with requirements through teaching a designated ICT course at Key Stage 4, as it does at Key Stage 3, or by planning comprehensive teaching of ICT across the whole curriculum. Currently, it is using the second approach but has not mapped out provision comprehensively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. In order to develop what is already a good school into one which is excellent the governors, headteacher and staff should:

- (1) improve the accuracy with which assessment data is used and expectations are set for pupils within Key Stage 3, so that standards of attainment rise significantly;
- (2) strengthen the ability of staff to plan for and expect opportunities for spiritual development in both lessons and assemblies, so that good provision is established for pupils on this issue;
- (3) create a pattern of curricular provision which meets the statutory requirements for Key Stage 4 religious education and information and communication technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	40	42	14	2	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	1142	
Number of full-time pupils eligible for free school meals	21	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	9	
Number of pupils on the school's special educational needs register	217	

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	4.8
National comparative data	7.9

Unauthorised absence	%
School data	0.6
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	121	113	234

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	83	95	84
	Girls	99	85	74
	Total	182	180	158
Percentage of pupils at NC level 5 or above	School	78(89)	77 (79.5)	68 (78)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	37(58)	54 (51.5)	39 (48)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	86	90	87
	Girls	98	81	89
	Total	184	171	176
Percentage of pupils at NC level 5 or above	School	79(84)	73(73.5)	75(66)
	National	64(61)	64(64)	60(61)
Percentage of pupils at NC level 6 or above	School	48(58)	44(41.5)	46(29)
	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

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	103	114	217

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	69	101	101
	Girls	91	111	111
	Total	160	212	212
Percentage of pupils achieving the standard specified	School	74(73.7)	97.7(97.5)	98(98)
	National	46.3(44.6)	90.7(89.8)	95.7(95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	47 (46)
	National	37.7(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 pupils who achieved all those they studied	School	na
	National	Na

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	1
Chinese	1
White	1136
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	15	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)	67
Number of pupils per qualified teacher	17.5

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	5
Total aggregate hours worked per week	99

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78.9
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Average teaching group size: Y7 – Y11

Key Stage 3	23
Key Stage 4	21

Financial information

Financial year	1998-99
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	£
Total income	2,361,403
Total expenditure	2,375,007
Expenditure per pupil	2,080
Balance brought forward from previous year	10,825
Balance carried forward to next year	-2779

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1155
Number of questionnaires returned	321

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	50	6	2	0
My child is making good progress in school.	47	49	2	0	1
Behaviour in the school is good.	29	57	8	0	5
My child gets the right amount of work to do at home.	25	56	15	4	1
The teaching is good.	30	63	1	0	6
I am kept well informed about how my child is getting on.	33	50	13	1	2
I would feel comfortable about approaching the school with questions or a problem.	49	45	4	1	1
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	28	53	15	1	3
The school is well led and managed.	35	53	1	1	11
The school is helping my child become mature and responsible.	40	52	4	0	3
The school provides an interesting range of activities outside lessons.	54	41	4	0	1