

# INSPECTION REPORT

## **MEADOWHEAD SCHOOL**

Dyche Lane, Sheffield

LEA area: Sheffield

Unique reference number: 107149

Headteacher: Ms Catherine James

Reporting inspector: Mr Akram Khan OBE  
27296

Dates of inspection: 23 - 26 May 2000

Inspection number: 900634

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Dyche Lane Meadowhead Sheffield
Postcode:	S8 8BR
Telephone number:	0114-2372723
Fax number:	0114-2839855
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Chris Rosling
Date of previous inspection:	8 - 12 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr Akram Khan OBE	Registered inspector
Mrs Sarah Drake	Lay inspector
Dr Richard Andersen	Team inspector
Dr Alan Brewerton	Team inspector
Dr Ken Thomas	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

Page

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

**6 - 9**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

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

**10 - 19**

Most pupils achieve high standards at Key Stage 3 and GCSE, particularly in English, mathematics, modern foreign languages, geography, history and physical education.  
Very committed and hard working teachers.  
Pupils have very positive attitudes to work. Behaviour is very good.  
A broad range of curricular and extra-curricular opportunities.  
Pupils with special educational needs are very well supported.  
Highly effective leadership from the headteacher, senior management team and governors. Most departments are well managed.  
Provision for pastoral care and for careers education is very good.  
The school rigorously monitors pupils' academic and personal development.

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

**19 - 21**

Science results are below the national average; results in information technology and aspects of design and technology could be improved. Boys' attainment has not kept pace with the national trends.  
The over-crowded and split-site accommodation.  
Increase the curriculum time at Key Stage 4 and further promote pupils' spiritual development, in compliance with the requirement for a daily act of collective worship and the provision of religious education for all.

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

**21 - 22**

### **PART C: SCHOOL DATA AND INDICATORS**

**23 - 26**

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

### **INFORMATION ABOUT THE SCHOOL**

Meadowhead is a mixed comprehensive school for pupils aged 11-16. There are 1642 pupils on the roll making it much bigger than other comprehensive schools without a sixth form. It has acquired Beacon School status and is to become a specialist school for modern foreign languages. Most pupils enter in Year 7 from seven primary schools. The percentage of pupils known to be eligible for free meals is broadly in line with the national average. A very small number of pupils, nine only, speak English as an additional language. Pupil turnover is low compared with that found in similar schools. The overall attainment of pupils on entry is average. The percentage of children, 17.84, on the school's register of special educational needs (SEN), is average and 27 pupils have statements of special educational needs, which is broadly in line with the national average. Strong subject links with feeder primary schools and the post-16 college help pupils to make a smooth transition.

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

Meadowhead is a very good school. Strong leadership creates an environment in which both staff and pupils can achieve. Standards are high relative to pupils' attainment on entry, as a result of the good teaching. The school's strengths far outweigh any weaknesses and it provides very good value for money.

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

- Most pupils achieve high standards at Key Stage 3 and in GCSE examinations, particularly in English, mathematics, modern foreign languages, geography, history and physical education.
- Very committed and hard working teachers have high expectations and succeed in motivating most pupils.
- Pupils have very positive attitudes to work. Behaviour is very good.
- The school provides a broad range of curricular and extra-curricular opportunities; it offers a purposeful learning environment.
- Pupils with special educational needs are very well supported and make good progress.
- Highly effective leadership from the headteacher, senior management team and governors enables pupils to achieve high standards. Most departments are well managed.
- Provision for pastoral care and for careers education is very good. The school rigorously monitors pupils' academic and personal development to raise the standards attained.

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

- Science results are below the national average and are not as good as those in English and mathematics. GCSE results in information technology and aspects of design and technology could be improved.
- The over-crowded, split-site accommodation and worn-out mobile classrooms seriously affect teaching and learning.
- The inadequate time for teaching at Key Stage 4 and the promotion of pupils' spiritual development, in compliance with the requirement for a daily act of collective worship and the provision of religious education for all.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

As a result of strong leadership and the commitment and hard work of teachers, the school has maintained the many strengths identified in the January 1996 report, tackled vigorously all issues and addressed other areas for development. Staff and pupils are well supported and 'Learning' is at the heart of the school. Assessment and review procedures are well developed to monitor, support and challenge pupils' attainment and progress throughout the school. Challenging targets have been set for improvement in test and examination results and have largely been reached. Pupils' attainment has improved at both key stages, particularly in English, mathematics, modern foreign languages and physical education. The variable standards previously reported in information technology skills are now more consistent. The organisation and teaching of personal and social education (Life Skills) have improved. The quality of teaching has improved. Some of the issues for improvement have not been dealt with fully. There has been some increase in the teaching of religious education. The time

given to the curriculum is still below the national average and some of the difficulties in the organisation of the school day continue. The use of accommodation has been reviewed and some improvement made but conditions remain cramped; the constraints of a split site and the poor state of the fabric of the main buildings and mobile classrooms, markedly affect the quality of education.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	B	B	A
A-levels/AS-levels	N/A	N/A	N/A	

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

Results in the National Curriculum tests at the end of Key Stage 3 have been consistently above average and well above average in English and mathematics. In comparison with similar schools pupils' performance was well above average in English, above average in science and very high in mathematics.

GCSE results have shown improvement since 1995. In 1999, the 48.7 per cent of pupils gaining five or more grades was just above the national average. Over the last three years, pupils' results have remained above the national average and well above the average for similar schools. A high number of pupils with special educational needs achieve at least one GCSE grade. Results in drama, media studies and physical education have improved over the last three years and pupils in English, mathematics, textiles technology, ceramics, French, German, history and geography have consistently performed very well. Pupils have achieved consistently less well in science, food technology, electronics, graphics and information technology. In 1999, pupils' attainment was below average in religious education. Pupils attain high standards in extra-curricular activities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen, settle quickly into lessons and are well motivated to learn. They want to achieve well, know what they need to do in order to improve and respond appropriately.
Behaviour, in and out of classrooms	Standards of behaviour are very good, with very few instances of inappropriate behaviour. Pupils show respect for people and property.
Personal development and relationships	Opportunities for pupils' personal development are very good and most pupils have well developed personal and social skills and a sense of responsibility. Relationships among pupils and with teachers and other adults are very good.
Attendance	Attendance is in line with the national average and unauthorised absence is low.

The school encourages all pupils to show respect for each other and for all staff. Most pupils respond well, making the school a good place for learning. Guidelines for unacceptable behaviour are clear and levels of exclusion are low.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Good	Good	Good	N/A

*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.*

Teachers adopt varied and interesting methods. Very good subject expertise, effective planning, rigorous monitoring of achievement, high expectations and an enthusiasm for teaching stimulate pupils' interests in, and commitment to, learning. In the best lessons, teachers' perceptive and varied methods encourage an enquiring approach to learning and consolidate pupils' understanding. Some excellent teaching in mathematics and geography develops pupils' higher order thinking skills. As well as in mathematics, numeracy skills are promoted well across the curriculum, particularly in science and geography. The teaching of literacy is good. Pupils have many opportunities to write for different purposes and to improve their speaking and listening skills for example in mathematics, science and history. Teaching was satisfactory or better in 97.5 per cent of lessons: it was good in 39 per cent and very good or excellent in a further 35 per cent of lessons. Some ineffective teaching was seen in information technology lessons in which little progress was made by pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad, balanced and relevant curriculum which meets its stated aims, but the time given to it at Key Stage 4 is below that recommended nationally. There are well-managed initiatives, innovative projects and a wide range of good quality extra-curricular activities.
Provision for pupils with special educational needs	The school has a strong commitment to meeting the individual needs of all pupils with special educational needs. They are fully integrated into the school community, are confident and feel secure. In 1999 most pupils with SEN attained five or more GCSE grades A*-G.
Provision for pupils with English as an additional language	The very few pupils who need additional support benefit from work in English and from subject teachers' careful attention to literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral and social development. Its provision for cultural development is good but that for spiritual development is unsatisfactory.
How well the school cares for its pupils	The school has excellent arrangements for monitoring pupils' academic and personal development. Procedures for ensuring pupils' welfare and child protection are very good. Well-planned community work is organised for pupils who show signs of disaffection. Health and safety procedures are very good.

Overall, the curriculum is broad and balanced, reflects the aims of the school, and is successful in enabling pupils of all abilities to achieve good standards. Statutory requirements to provide religious education at Key Stage 4 are not met. Extra-curricular activities, especially in sports, drama and music, enrich pupils' experiences and contribute to many aspects of their development. A very good programme of support and guidance, related to pupils' personal, careers and academic development, helps them to make very good progress in all aspects of school life.

## HOW WELL THE SCHOOL IS LED AND MANAGED



Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: this results in above average attainment by pupils. The head provides a clear educational vision. This guides the planning and implementation of many initiatives which enhance the quality of education. The school is well supported by senior and middle managers. The leadership of SEN is very effective.
How well the governors fulfil their responsibilities	They provide excellent support to the school. They are highly effective in monitoring, challenging and supporting departments assigned to them.
The school's evaluation of its performance	Very good: there is rigorous monitoring and evaluation of teaching and pupils' progress. This includes senior and middle managers, governors and external LEA officers.
The strategic use of resources	The school's development plan provides a clear framework for spending priorities. Efficient use is made of the school's existing limited resources. Valuable support is provided by non-teaching staff.

Leadership of the school is highly effective. There is a positive ethos in the school and all staff have a shared commitment to learning and to high achievement for all. Rigorous monitoring of the school's work promotes high standards. The school is a self-evaluating organisation. It has a good grasp of its strengths and weaknesses and has the capacity to make further improvements. Great care is taken over financial planning. External grants and limited resources are used efficiently.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy going to the school. They work hard, are making good progress and achieve their best.</li> <li>• An extensive range of extra-curricular activities.</li> <li>• Parents judge teaching to be good.</li> <li>• They find staff approachable.</li> <li>• The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned about the amount and quality of homework.</li> <li>• The behaviour of a very few pupils.</li> <li>• Disruption caused by movement between the split sites.</li> <li>• The very poor quality school accommodation.</li> </ul>

Inspectors agree with the positive views of parents. Parents speak highly of the arrangements for the induction of pupils in Year 7 and the pupils support this view. Inspectors found that homework is set according to a timetable and amounts are mostly reasonable. In some cases tasks set are not demanding enough for high attaining pupils. Teachers throughout the school monitor pupils' personal and academic progress carefully and seek parental support at the earliest sign of any problem. No incidents of unacceptable behaviour were seen and relationships at all levels are very good. Inspectors strongly endorse parents' view that very poor accommodation seriously affects the ability to provide a high quality of education.

## **PART B: COMMENTARY**

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

**Most pupils achieve high standards at Key Stage 3 and in GCSE examinations, particularly in English, mathematics, modern foreign languages, geography, history and physical education.**

1. The attainment of pupils when they come to Meadowhead from their primary schools is average. Their attainment is average in the National Curriculum tests in English, mathematics and science and in the standardised reading and non-verbal tests administered on entry. The school makes excellent use of these performance indicators to identify talented and gifted pupils and pupils with special educational needs. Effective literacy and numeracy initiatives across the curriculum and good planning in most subjects enable teachers to meet these needs. Pupils respond very well to this excellent provision and make very good progress in Key Stage 3, achieving above average standards in most subjects. The value added analysis shows that the school adds good value to pupils' attainment, particularly in Key Stage 3.
2. In 1999, pupils' attainment, at the end of Key Stage 3, at the age of 14, was above the national average: close to the national average in science, above average in English and well above average in mathematics. In English and mathematics the percentage of pupils reaching the higher Level 6 was well above the national average and in science was close to the national average. Over the last four years pupils' attainment in the National Curriculum tests in English, mathematics and science has consistently been above the national averages and well above average in comparison with schools with pupils from similar backgrounds. When the three subjects are taken together, pupils' attainment was in line with the national average in science, above average in English and well above average in mathematics. In comparison with similar schools pupils' performance was well above average in English, above average in science and very high in mathematics. Overall, girls, in line with national trends, perform better than boys even though the boys' results are above the national average. The very few pupils with English as an additional language are well supported and perform as well as others.
3. Pupils achieve above average results in the General Certificate of Secondary Education (GCSE) examinations at the age of 16. Results have shown improvement since 1995. Overall, in the last three years, 1997-1999, pupils' results have remained above the national average and well above the average for similar schools. The proportion of pupils gaining five or more higher grades A\*-C (51.7 per cent) and A\*-G, (94.3 per cent), was above the national averages of 45 and 89.8 per cent respectively. Girls' results have improved considerably over this period, while boys' results, though above the national average, have shown little change. A high number of pupils with special educational needs achieve at least one GCSE grade.
4. In 1999, the 48.7 per cent, of pupils gaining five or more higher grades was just above the national average of 46.6 per cent. Forty-two per cent of 312 pupils entered gained eight or more A\*-C GCSE grades. In English and mathematics, pupils' results were above the national average but they were below the national average in science. Boys achieved significantly above the national average in English and girls, against the national trend, under-performed in science in comparison with boys. The vast majority of pupils with special educational needs attained five or more GCSE grades A\*-G. Pupils achieved well above the national averages in media studies, drama, Russian, Spanish and physical education and above the national averages in geography, history and textiles. They achieved below the national average in information technology and aspects (food technology, electronics and graphics) of design and technology. Results in drama, media studies and physical education have improved over the last three years and pupils in English, mathematics, textiles technology, ceramics, French, German, history and geography have consistently performed very well. Pupils have achieved consistently less well in science, food technology, electronics, graphics and information technology. GCSE results, in religious studies, for a small number of pupils entered, were well above the average in 1997 but below average in 1998 and 1999.
5. The standard of work seen in lessons during the inspection and in an analysis of pupils' work was also high in most subjects. This was particularly the case in mathematics, English, media

studies, dance, modern foreign languages, history, geography, religious studies and physical education. In many lessons, high quality learning resulted from the very positive response of pupils to challenging teaching.

6. There are above average standards of literacy. In English, pupils' attainment in speaking and listening is above average at Key Stage 3. Oral skills are good from the start of the key stage: pupils are good listeners, they speak with confidence and express their viewpoints fluently, having a good command of standard spoken English. They understand and use specialist vocabulary in mathematics, science and design and technology. In Key Stage 4, pupils articulate their responses to questions clearly and in speech use language precisely when speaking. They show above average comprehension skills and offer good analysis and response to literature. Pupils engage in high quality spontaneous discussions to explore their learning and they use sophisticated vocabulary when exploring their work. Standards in reading are above average in both key stages. Pupils are generally competent readers and are able to derive meanings from a variety of texts. Statemented pupils and pupils with special educational needs use appropriate strategies to pronounce words and develop meaning. By the end of Key Stage 4, pupils read texts closely before giving a personal interpretation. Statemented pupils and pupils with special educational needs also have a sound grasp of texts, which allows them appropriate access to other subjects of the curriculum. Many pupils write fluently and attain above average standards, producing some good creative pieces of writing in both key stages. Creative writing is well promoted in all year groups and a wide range of writing skills is developed as pupils write for a range of purposes and audiences. The English department collaborates effectively with the seven local primary schools to ensure continuity of writing skills and this helps to improve their attainment. Pupils in Key Stage 3 use their own ideas, can discriminate between different types of information and use persuasive writing successfully. Pupils in a Year 9 lesson demonstrated these skills to produce a booklet about the school. At Key Stage 4, pupils acquire a wide variety of writing skills and write confidently for a range of purposes and audiences. At both key stages, a significant minority of pupils is reluctant to develop their ideas in detail. The written work of lower attaining pupils is often poorly presented and lacking in detail and development. Their ideas are usually sensible and appropriate but their style is monotonous and simplistic.
7. The effective implementation of the school's literacy policy is helping to raise the standards of literacy skills, which contribute to the very good progress pupils make in most subjects. Pupils are articulate and use good oral skills when taking part in question and answer sessions. In mathematics, history and geography, discussion skills are well developed at both key stages. Reading is encouraged in most subjects and pupils read accurately, with understanding and expression. Most pupils demonstrate high standards of literacy which they use to master the conventions of cartoons in media studies and to understand the concepts of issue-based drama. Research and retrieval skills are well developed in most subjects, particularly in mathematics and history. In most subjects, pupils organise and express their ideas coherently, using grammatical features correctly.
8. Pupils' number skills are very good, and they have quick mental recall. They have good mathematical data-handling skills and are very numerate when calculating figures. Their algebraic skills are strong and their understanding of shape and space is good. Pupils apply their skills well to mathematical problems and in order to support learning in other subjects. Pupils in Key Stage 3 are able to work systematically on investigative tasks on shape and space, with many pupils being able to observe and explain patterns. A lower attaining Year 7 group showed a clear understanding of fractions, enabling them to apply mental methods to solve everyday problems. Higher attaining pupils used graphical methods to solve simple and simultaneous equations. At Key Stage 4, work seen in lessons and in course work related to investigative tasks confirms that pupils are competent in topics involving number grids, shape and space at both key stages. Other pupils preparing for GCSE examinations show good competence in using graphical skills to solve quadratic and cubic equations. High attaining pupils at Key Stage 4 show a good grasp of symmetry, transformation and trigonometric functions, which they use successfully to solve challenging problems. In science they use mental arithmetic when calculating large numbers. Design and technology lessons develop numeracy skills through graphics in Years 8 and 9. In science and geography numeracy skills are enhanced through the analysis and interpretation of data in pictorial form as well as through complex graphs and their interpretations. Across all groups at Key Stage 3,

attainment in numeracy is improving and pupils are confident in their use of data-handling skills.

9. Standards of attainment are above the national expectations in geography. Pupils demonstrate a good grasp of geographical concepts, as illustrated in informed discussions on tourism and factors affecting the location of the iron and steel industry. Attainment in history is above the national average at the end of Key Stage 3 and in the GCSE examinations. Pupils have a good grasp of historical knowledge and can interpret events together with their causes and effects - for example, while discussing life in Britain during World War II and reasons for evacuation at that time. In modern foreign languages, most pupils achieve standards that are at least in line with the national expectations. Oral skills are good and pupils can respond appropriately and correctly in the foreign language. Listening skills are well developed particularly in Key Stage 4, and lower attaining pupils are competent in responding to listening tasks at both key stages. Pupils can write short accounts and engage in discussions in modern foreign languages in both key stages. Pupils do well in project and coursework exemplified, for example in their portfolios for art and their designs in design and technology. In physical education most pupils display games skills in line with the national expectations and they are able to perform a variety of dance movements competently. At the end of Key Stage 3 pupils display good skills and techniques and use them to play effectively a variety of games, such as rounders, cricket and tennis.

**Very committed and hard working teachers have high expectations and succeed in motivating most pupils.**

10. Teachers make a substantial contribution to the success of pupils. They have worked enormously hard since the last inspection to improve the quality of teaching and learning. Effective strategies have been developed over time to improve the quality of teaching and learning in all areas of the curriculum and the school's initiative to monitor and evaluate teaching and learning is having a positive effect, encouraging teachers to share ideas and spread good practice within departments. Teaching is good overall at both key stages. It was at least satisfactory in 97.5 per cent of lessons observed and unsatisfactory in only two lessons. In 74 per cent of lessons teaching was good or very good. In these lessons teaching is varied and challenging; it not only stimulates thoughtful responses, it also interests pupils in the work in hand. In the 35 per cent of very good or excellent lessons, teaching was imaginative, rigorous, well paced, lively and productive; and enabled pupils to quickly learn new knowledge, gain understanding and acquire appropriate skills.
11. Very good teaching occurs in mathematics throughout the school and in geography and design and technology at Key Stage 3: it has a marked effect on pupils' attainment and progress. Stimulating tasks and clear lesson objectives which are shared with the class enable pupils to make very good gains in knowledge and understanding of the subjects. Teaching is consistently good in all years in history, modern foreign languages and physical education, and at Key Stage 3 in art and religious education, and contributes significantly to pupils' learning and good progress. In information technology, at Key Stage 3, two ineffective lessons had shortcomings; content and methods did not match precisely the needs or capabilities of pupils and little progress was the result.
12. The foundation of this good teaching is uniformly very good relationships. Teachers have good control and management skills and good relationships with pupils who benefit from the purposeful and effective atmosphere for learning. There are many opportunities for pupils to engage in discussions among themselves or with the teacher. Control is less secure where teacher-led activities are lengthy, requiring pupils to listen for extended periods.
13. Much of the effective learning is in response to teachers' high expectations of pupils and very good knowledge and understanding of their subjects, a fact they convey vividly but without imposing undue pressure on the pupils. There is a general expectation that pupils will work hard and teachers ensure that all pupils take part in question and answer sessions and that discussion is not dominated by a few. In English, teachers clarify new ideas and make good use of questions to consolidate pupils' knowledge and deepen their understanding. In mathematics, accurate, competent and well-informed teachers' expositions are used effectively to enable pupils to learn new concepts which they apply to solve challenging

problems. In science and in food and textile technology, activities are usually well matched to the learning objectives pupils need to attain. Effective teaching and good support for learning in food technology allowed pupils to plan and prepare good quality chocolate cakes, pizza and a variety of dishes which they evaluated using examination criteria. In a Year 10 lesson, clear explanations helped to consolidate pupils' understanding of how catalase in meat catalyses the decomposition of hydrogen peroxide. In geography pupils engage in interesting discussions about the effect of tourism on the environment. In modern foreign languages, teachers have a very good command of languages and often conduct lessons almost entirely in the language being learned; this is very effective in reinforcing learning, challenging higher attainers and developing listening skills. Oral feedback on how well pupils are progressing is given in good and very good lessons, an effective prompt for further progress.

14. In the more effective lessons teachers use a good variety of strategies to promote independent learning and personal enquiries. In science, investigations are chosen which give very clear opportunities for independent learning. In a Year 9 lesson, pupils made lively presentations on well researched projects, ranging from determining the salt content of crisps to testing the effectiveness of detergents. Many were eager and able to explore ideas and formulate hypotheses and make predictions. In a Year 10 English lesson, pupils' prepared speeches showed evidence of sensible thought and clear expression. Girls spoke spontaneously and with expression, giving the impression of thinking about what they said. In a Year 10 mathematics lesson, discussion of assessment strands raised pupils' expectations and understanding of what is needed to achieve the highest grades in the GCSE examination.
15. Teachers make good use of resources, and lessons are usually conducted at a brisk pace to achieve objectives. For example, in modern languages teachers make good use of overhead transparencies to make patterns in the languages clear and to clarify the meaning of new vocabulary. Pupils participating in the community action group benefit from enthusiastic and lively teaching in which resources are used effectively to promote learning, independence and ability to accept responsibility. In information and communication technology, effective use of CD-ROMS and Internet facilities gives access to a wide range of good quality information. However, in some lessons resources are not always adapted adequately to meet the needs of all pupils, particularly the lower attainers and pupils with special educational needs. In science very good use is made of time so that teachers are able to summarise what has been learned at the end of each lesson and prepare pupils for the next lesson.
16. Homework is usually used effectively to consolidate and extend learning. In English, mathematics, history and geography, teachers set imaginative tasks for homework which require much use of research skills. Homework is usually relevant and constructive in preparing pupils for the following lessons but there are not enough examples of challenging and imaginative tasks being set for homework and it often fails to promote learning. There were also occasions when pupils were requested to complete, for homework, the topics on which they were working in class, which meant that those who had made less progress in the lesson had a higher work load than their quicker peers. Homework diaries are a well established and effectively monitored feature of the school.
17. Assessment is used satisfactorily in most subjects to inform planning, though the quality of marking varies considerably. Some pupils receive valuable information about how to improve, while for others it is less useful. Some subjects, such as English and mathematics, give much helpful advice and feedback on how to improve. Teachers monitor pupils' progress rigorously and intervene appropriately. Some subjects do use assessment effectively to improve standards: for example, in physical education pupils are encouraged to evaluate one another's performance and give guidance on how it might be improved. Marking provides less helpful direction in information technology, where there are inadequate records of individual pupils' progress.

### **Pupils have very positive attitudes to work. Behaviour is very good.**

18. The school sets high expectations of work and behaviour, and learning takes place in an orderly, calm and supportive environment. The school's ethos provides a secure, supportive, moral and respectful working atmosphere. Pupils' attitudes to learning are very good. Most are keen to do well and concentrate on tasks set. They listen attentively and assimilate new information and ideas quickly. They work well in pairs and groups, collaborating effectively, responding well when given opportunities to show initiative, and adapting easily to a more independent learning environment. In science, design and technology, information and communication technology and physical education they show respect for equipment and work competently, with proper regard for safety. In lessons where expectations are clear and their needs are met, pupils conduct themselves sensibly. In mathematics, geography and design and technology at Key Stage 3, they recognise the value of work prepared for them and they seek to rise to the challenge. When there is an appropriate challenge and activities are varied and stimulating, pupils display enjoyment in their work and take pride in their achievements. However, when teaching lacks appropriate pace and activities are limited in variety, some pupils become restless.
19. Behaviour in and around the school is very good. There is generally a good climate for learning and there are very good relationships at all levels. Pupils are courteous, helpful to visitors and display respect towards each other and their teachers. The school is an orderly community and conduct around the school is well managed, despite the split site and spaces which have to be shared owing to the design and layout of the school buildings. Pupils queue patiently near the dining room, make their way to assemblies in a calm manner, respect others in the library and work quietly and purposefully. There are high expectations of pupils' behaviour in and around the school, which are shared with parents through the Code of Conduct. Incidents of poor behaviour are dealt with effectively by staff. Temporary exclusions are few; in the last year five pupils have been excluded permanently.
20. The personal and social development of pupils is nurtured in a careful manner. The life skills programme is comprehensive and provides opportunities for pupils to explore and discuss pertinent issues and make informed decisions. Pupils have opportunity to contribute to the life of the school through the school council. Pupils feel that they are listened to and they appreciate their roles in commenting on school policies. Pupils who represent their tutor groups take a mature and responsible attitude to the issues concerning them. There is, however, scope for further opportunities for pupils in the lower school to show initiative and take responsibility for themselves, their work and the school community as a whole.
21. Pupils' overall levels of attendance at the school are satisfactory and broadly in line with the national average. In the most recent full academic year the average attendance of each year group was around ninety-two per cent. The great majority of pupils arrive punctually in the morning, but many show little sense of urgency when moving between sites. This has the inevitable consequence that teaching time is lost in an already short teaching week, thus reducing the rate of pupils' academic progress.

### **The school provides a broad range of curricular and extra-curricular opportunities; it offers a purposeful learning environment.**

22. At Key Stage 3, the school provides a broad, balanced and relevant curriculum which fulfils its aims and meets the needs of all pupils. All subjects of the National Curriculum, together with religious education and personal and social education, are taught, and pupils can choose either French or German. In Years 8 and 9 can choose one modern foreign language from French, German, Russian and Spanish. As an extension to the creative arts, aspects of ceramics, drama and textiles are included. Information and communication technology (ICT) is taught as a discrete subject within a design and technology carousel. At Key Stage 4, it is integrated into design and technology and is also taught as GCSE subject. Some aspects of ICT are taught through English and mathematics. In Year 7 pupils are taught an integrated humanities course but in Years 8 and 9, history, geography and religious education are taught as separate subjects. All pupils study one lesson per week of a life skills programme which includes health and sex education, education for citizenship, environmental education and economic and industrial understanding.

23. At Key Stage 4, the school offers a broad and relevant curriculum but the amount of time given to it is below that recommended nationally. All pupils study an extended core of English, mathematics, a double award science, physical education, a modern language, a design and technology course, a creative subject and religious education (or a humanities subject, if parents withdraw their child from religious education on grounds of conscience). Eighty per cent of pupils do not study religious education. The school, therefore, does not meet the legal requirements to provide religious education for all. All pupils make a further choice from a full range of courses, including Community Action, which is offered as an alternative for a small number of low attaining pupils. Pupils with special educational needs have access to a broad and balanced curriculum at both key stages. The curriculum is planned effectively in most subjects and provides continuity and progression both within and across key stages.
24. Schemes of work provide appropriate information for the teaching of the National Curriculum. In design and technology, half courses have been replaced with full courses in all subjects and a very good range is now offered. English, mathematics, science and modern foreign languages are set across the half year groups. In Key Stage 4, all pupils are assessed in information technology as part of their GCSE technology course. In addition, opportunities are available for pupils to apply information technology skills in other subjects of the curriculum. The well-planned life skills programme ensures that pupils continue to take part in a comprehensive programme of careers education, sex education, health and drugs education and a useful introduction to work experience.
25. The curriculum is enriched by a wide range of extra-curricular activities. Physical education and creative arts make outstanding contributions to giving pupils opportunities to display and develop their talents in sports, drama and music. Additionally, many subject specific clubs organise extra study lessons, trips and visits to places of educational interest, at home and abroad, to enrich pupils' learning experiences. The science club, for example, organises a science week, and provides additional lessons after school for talented pupils. Similarly, pupils in Year 9 go on specialist courses at St Andrews University. Teachers give generously of their time. Most pupils participate enthusiastically and achieve high standards. The physical education department was awarded the "Sports Mark" in recognition for the high standards it achieves in extra-curricular activities. Other events include choir and orchestral tours, opera workshops and the dance production. Pupils benefit from exchanges and school journeys. Field trips, theatre visits and participation in the Duke of Edinburgh Award scheme, all enrich the life of the school. They are much appreciated by pupils and parents alike.
26. There are other well managed initiatives and innovative projects which are having a positive impact on pupils' learning. As a part of the Excellence in Cities initiative, the school has made a good start in identifying and providing the appropriate kind of work for gifted and talented pupils and in appointing learning mentors to support disaffected pupils with their learning progress. Curriculum managers are seriously exploring alternative learning programmes including appropriate provision for disaffected pupils via the New Start project, GNVQ and work related learning programme.
27. In 1999, the school organised an in-service training day to focus on an effective whole-school approach to literacy, as a result of which good strategies have been developed further. These include a literacy policy to underpin consistent approaches to reading, writing and speaking. The progress made by various departments is reviewed regularly. Similarly, there are effective strategies to raise standards in numeracy. An audit of the practice in all departments has taken place and a draft policy for numeracy across the curriculum is being shared with all staff. These initiatives are having a very positive effect on standards, as reported above in paragraphs 7 and 8.
28. The school has established good links with the local community, particularly through Community Action Groups, in which pupils in Years 10 and 11 carry out voluntary work such as building footpaths and a patio for a community centre, clearing graffiti and rubbish on local housing estates and helping elderly residents. Their work is valued by the wider community. The school participates well in a number of business partnership schemes. There are strong curricular links with the main primary schools and the sixth form college.

**Pupils with special educational needs are very well supported and make good progress.**

29. The learning support department makes very good provision for pupils with special educational needs. A very small number of pupils with English as additional language have an hour with a specialist teacher to develop language skills. Most of the pupils on Stages 3 to 5 of the Code of Practice of special educational need have moderate learning difficulties or dyslexia and emotional and behavioural difficulties. The philosophy, policy, planning and management of the provision are highly effective. What makes learning support particularly successful across the school is the fact that specialist staff assume personal responsibility for helping pupils to achieve their potential, whatever their starting point or learning difficulty.
30. Pupils with special educational needs make good progress at both key stages. Most have targets which are related to either reading and writing skills or emotional and behavioural difficulties. The emphasis on reading development at an early stage helps pupils to learn effectively in all their subjects. By the end of Key Stage 3 their reading skills have improved significantly and they are able to read for meaning in the majority of lessons. Fifty pupils have benefited from participation in a study skills group focusing on organisation, coursework and developing memory skills. Pupils' listening skills are well promoted and in English, geography and history they have learned to work co-operatively when developing ideas through discussion. These skills serve them well in Key Stage 4 when they embark upon examination courses and continue to make progress in developing and using them. In science and design and technology, they enjoy practical activities and acquire sound manipulative skills but their understanding of scientific and technical vocabulary is weak. Although pupils with special educational needs reach standards of attainment which are below average at both key stages, they benefit from skilled teaching to make progress. By the end of Key Stage 4, almost all pupils with statements achieve five or more A\*- G grades in GCSE examinations, and their average grade in the core subjects is between a D and an E. Pupils with special educational needs make better progress in literacy than in numeracy skills.
31. Pupils with special educational needs have access to a broad and balanced curriculum at both key stages. English and mathematics, through the small groups offered in conjunction with the special needs department, meet the curricular requirements of the pupils in literacy and numeracy. Pupils with special educational needs are well integrated into the school's community and relationships are very good. They participate fully in the life of the school. Each faculty has a teacher with responsibility for special educational needs who links with the co-ordinator to plan and monitor progress. When it is time to receive guidance on careers choices, extra help is given. Pupils with special educational needs participate alongside others in the main programme of extra-curricular activities.
32. The teaching of pupils with statements of special needs is good. Teachers within learning support have very good subject knowledge and understanding, which gives pupils confidence. Planning and preparation are very good, with detailed records and monitoring of individual pupils taking place. High expectations and the use of a wide range of resources and teaching strategies challenge the pupils to achieve success. Pupils are well managed in a calm, supportive atmosphere in the learning support area, where pupils are encouraged to learn. Some subject teachers and some departments do not use individual education plans sufficiently in their planning to allow pupils to fulfil their potential within the classroom. As a result some resources and tasks are not adequately matched to their needs in order to help them overcome difficulties or to allow them to make significant progress.
33. The management of special educational needs is very good. An appropriate policy document provides an effective framework for the work of the department. The arrangements for supporting and monitoring pupils' progress across all subject departments through link teachers, are generally effective. The department has reviewed the work of the creative and design and technology faculties and made helpful recommendations to improve the provision for pupils with special educational needs in those subjects. The communication among the governors, headteacher, senior management team, and the special educational needs co-ordinator is good. A link governor supports effectively the work of the special needs department. The school values close partnership with parents in setting specific targets for



work to be completed at home. The funding received by the school for special educational needs is fully used. Provision for special educational needs is a strength of the school.

**Highly effective leadership from the headteacher, senior management team and governors enables pupils to achieve high standards. Most departments are well managed.**

34. The leadership of the school is strong, clear and highly effective. The headteacher enjoys the full confidence of the governing body and the staff. Under her thoughtful leadership, all teaching and non-teaching staff are fully involved in the process of managing the development and improvement of the school. The senior management team, consisting of the headteacher, deputy headteacher and heads of lower and upper schools, has complementary skills and experience, forming a cohesive and effective team. The management of most departments is also good, providing management strength in depth. Senior staff have a good understanding of the school's strengths and have taken effective steps to eliminate weaknesses. Raising standards is central to the school's work and staff are continually seeking ways in which pupils can achieve more, both academically and in their personal development.
35. The senior management team works hard to involve staff and governors in decision-making, consultations, planning and review. Since the last inspection, some key appointments have been made at the senior and middle levels, and lines of accountability have been firmly established. There are well-planned meetings of the senior management team, the policy and planning groups. The deputy headteacher spends considerable time and effort in analysing public examination results to evaluate the comparative performance of subjects and has provided effective training to all heads of departments on data analysis and 'value added target setting'. Effective arrangements exist to review, monitor and track pupils' attainment and progress. The use of assessment information and analysis of pupils' performance enable realistic and challenging targets to be set for individuals and year groups. This system is highly developed and invaluable for judging whether value-added progress is being made.
36. The school has developed effective strategies to carry out self-reviews using a range of performance measures. All members of the senior management team participate with staff in monitoring and evaluating the quality of teaching, standards and aspects of other provision. Reviews of standards in individual departments are particularly rigorous and well organised. All heads of faculty are given time to observe their colleagues teaching and they report to their line managers. External evaluation and support by the local authority's advisory service, for example in the review of progress made by the school since the last inspection, have played an important part in raising standards.
37. At departmental level the quality of curricular planning is strong. Departmental schemes of work are detailed and provide an effective framework for teaching, and in most cases are fully translated into successful practice. Most subjects are adopting OFSTED-style classroom observation, target setting for pupils and analysis of performance data. Through well-planned staff appraisal and the in-service training programme, teachers are generally well supported in raising pupils' attainment. There are a few teachers who need in-service training on teaching methods and in the applications of information and communication technology in their subjects. There are clear and well managed systems for the induction of newly qualified teachers.
38. The school is well served by non-teaching staff. A strength of the school is the team of support staff who assist pupils with special educational needs. Technicians facilitate pupils' learning through the effective practical support they provide in subjects such as science, design and technology and other practical subjects. There are enough members of the school's administrative team and care taking staff who work hard to ensure that the day-to-day running of the school is effective and efficient.
39. Staff and governors are involved actively in the process of creating the school's development plan which, for the current year, has many good features and includes the key issues from the 1996 OFSTED report. The policy and planning groups review progress systematically before deciding on new priorities and action plans. The school's development plan is an effective

document which is linked appropriately to its aims and values. Subject plans are linked specifically to the school's development plan and set specific quantifiable targets in order to make an objective assessment of pupils' attainment and progress between key stages. These targets are being achieved in most departments.

40. The governing body provides excellent support to the school. It meets most of its statutory duties through its well-structured committees and is involved actively in overseeing the work of the school. However, it does not ensure that all pupils receive their curricular entitlement to religious education at Key Stage 4. The governing body plays an active role in strategic planning, critical support and monitoring and evaluation. It has established close links with areas of the curriculum and is highly effective in monitoring, challenging and participating in the annual review and evaluation. The governors receive yearly reports from heads of faculties and heads of years and they rigorously monitor progress against the post-OFSTED action plan throughout the year. The governors' main interest is in the quality of education and some governors use their expertise to good advantage in supporting and challenging existing provision for special education needs, the curriculum, finances and management. The headteacher and the chair of governors meet regularly. The annual report to parents meets legal requirements.
41. The governing body exercises effective oversight of the school's expenditure. It is involved in scrutinising and agreeing budget allocations and applies most rigorously the principles of comparing, challenging, consulting and competing to ensure good value for money. Through their links with the departments, the governors evaluate the impact of their initiatives and expenditures on the quality of education and pupils' attainment. The school manages its limited resources efficiently and very good financial controls are in place to ensure that financial decisions on spending are informed by the school's development needs. These processes have been severely hampered by very low budget allocations from the LEA. The allocation per pupil has certainly been well below national averages for some years. The school's accounts are audited regularly. The recent audit report commented favourably and the school was found to have sound budgetary monitoring and control arrangements, ensuring that its finances were adequately controlled.

**Provision for pastoral care and for careers education is very good. The school rigorously monitors pupils' academic and personal development to raise the standards attained.**

42. The school provides good support for pupils in a carefully structured and friendly environment. Parents are confident that their children are well treated while they are in the school's care. A strong pastoral system balances successfully rigour and high expectations with a sensitivity to each individual's circumstances and needs, thus enhancing the standards of attainment which pupils can achieve. The heads of lower and upper schools, assisted ably by heads of years, are highly successful in promoting an environment in which pupils feel personally valued and respected. Form tutors monitor the pupils' personal development, behaviour and attendance and the year heads are also well attuned to the individual pupils in their year and keep a close record of their progress. Pupils' academic performance is reviewed effectively by form tutors, year heads and members of the senior management team. Individual cases are discussed and realistic targets are set to inspire effort and improvement.
43. Pupils value the rewards system which has been extended since the last inspection and which is implemented consistently. The ethos of the school is one of respect and self-discipline which is very successful in promoting good behaviour. Staff provide good role models for the pupils to emulate. The procedures for monitoring and promoting attendance are good. The school's procedures for child protection and the promotion of pupils' well being, health and safety are very good.
44. Parents are well informed by the school through reports, newsletters, parents' evenings and curriculum support evenings. Staff and parents of the school have, over many years, developed a constructive partnership which is used effectively for the benefit of the pupils. Parents are strongly supportive of the school and gave evidence of this in their responses to the inspection questionnaire and at the meeting with inspectors. The overwhelming majority of the parents consider that they are well informed about school events and their children's

progress and they are confident that they will be contacted by the school should any need arise. Parents help their children's work at home through encouragement and providing access to information; some would welcome more challenging homework assignments for high attaining pupils. Pupils' annual reports are detailed, relate clearly to individuals and give good indications of their strengths, progress and areas for improvement. All parents are given good opportunities to discuss their children's progress; during the inspection, a Year 10 meeting to review pupils' progress was well attended.

45. The provision for careers education and guidance is very good. There is a coherent, well-organised, well-ordered and well-led careers education programme. Individual needs are well met by the work of the Sheffield Careers Guidance Service and by good access to the careers co-ordinator and other staff. Pupils are well prepared for option choices in Year 9. The work experience programmes for Key Stage 4 pupils is very well organised and structured to ensure that they return to the school with improved confidence, inter-personal skills, maturity and views on what they might like to do in the future. The careers' library is well organised and well stocked with appropriate resources, including CD-ROMS which pupils use extensively to obtain information.

## **WHAT COULD BE IMPROVED**

**Science results are below the national average and are not as good as those in English and mathematics. GCSE results in information technology and aspects of design and technology could be improved.**

46. The school is well aware that GCSE results in science are below the national average and well below the school's averages for English and mathematics. It is of concern that girls' performance in science, over the last two years, against the national trends, has dropped significantly. Pupils' attainment in science as shown by the National Curriculum tests, at the end of Key Stage 2, is similar to, if not slightly better than, their attainment in mathematics and English; yet their attainment in the National Curriculum tests, at the end of Key Stage 3, though in line with the national average, is well below those achieved in mathematics and English. Teaching in science is at least satisfactory and generally good; developmental planning is good; however, supporting strategies and actions lack rigour. The planning does not always ensure that all teachers set an appropriate pace and challenge for different attaining pupils, in particular, for the most able. There is some use of information technology but not enough to enhance pupils' learning across both key stages. The way the science curriculum is organised and taught has a negative effect on pupils' attainment and progress, since there are significant gaps between periods in which different strands are taught. The department is beginning to address some of these issues. Better-planned investigations are being attempted, in order to consolidate pupils' understanding. Extra-curricular activities are organised to stimulate pupils' interest in science, and extension lessons are given after school to challenge high attainers.
47. Inspection evidence indicates that pupils' attainment in information and communication technology (ICT) is below average. Most pupils in Key Stage 3 can log-on to the network and access appropriate applications, such as spreadsheets and data bases. However, sometimes there is an undue reliance on clip art, and pupils do not learn to work with multi-media packages where they can add sound and interaction. Weaknesses in ICT include insufficient familiarity with data logging in subjects such as science, design and technology and geography, and procedures that involve the use of variables in control work.
48. The scheme of work for information and communication technology is well planned to integrate the teaching of the various skills required but there is a gap between stated aims and the way the subject is taught. At Key Stage 3, two ineffective lessons were seen in which tasks set did not match pupils' prior attainment and resulted in unsatisfactory progress. Teaching at Key Stage 4 is good and teachers' expectations are appropriate. However, many Programmes of Study are not taught in depth and pupils do not broaden their knowledge or learn to understand more advanced features by applying skills in a wide range of contexts. Pupils' written work is not evaluated thoroughly enough to enable them to make further improvement. For some topics, the progress in information technology is complemented by enrichment in other

subjects such as English and mathematics but more generally pupils do not make sufficient progress in developing and applying their ICT. In science, for example, most pupils are not skilled in using data logging to design their own investigations and in design and technology pupils do not progress to using computer-aided drawing.

49. In 1998 and 1999, GCSE results in food technology, graphics and electronics were below the national average for the proportion of pupils gaining grades A\*- C and above for A\*- G, though overall results in design and technology rose from 33 per cent to 43 per cent. The school admits that experimentation with short courses proved unsuccessful and they have now been abandoned. Overall, the quality of teaching in design and technology is very good at Key Stage 3. All teachers have a good knowledge of their subjects which they use to provide clear explanations when introducing new processes to classes. Teachers do not always establish separate design and making benchmarks for each project, nor do they provide for pupils specific targets, that match national exemplars. There is considerable scope to incorporate computer aided design in the graphics, textiles and resistant materials GCSE course.

**The over-crowded, split-site accommodation and worn-out mobile classrooms seriously affect teaching and learning.**

50. At the time of the last inspection, the school's accommodation was deficient and highlighted as a matter for special attention. Despite the best efforts of the school, there are still many serious concerns regarding availability of space and the state of repair of much of the school's teaching accommodation. These concerns include the following:
- The split site results in expensive duplication of provision. Pupils have to cross the school field, often several times each day and much curriculum time is wasted. During bad weather it is hard to keep the school clean and pupils spend much of the day in damp clothes.
  - The school is at least 16 teaching areas short. All classrooms, laboratories and workshops are fully utilised. Several classrooms and specialist areas are too small for the number of pupils being taught in them.
  - The mobile classrooms are generally worn out and unsuitable for teaching and learning.
  - The heating system in both buildings is in a poor state of maintenance. Many roofs leak; inspectors observed rain water being collected in a bucket while pupils concentrated on their tasks.
51. Deficiencies noted in accommodation seriously impede teaching, learning and pupils' attainment and progress.

**The curriculum time at Key Stage 4 and the promotion of pupils' spiritual development, in compliance with the requirement for a daily act of collective worship and the provision of religious education for all.**

52. The school has a strong commitment to teaching and learning and raising pupils' attainment in all subjects. The planned curriculum aims to provide opportunities to learn and to experience achievement and success but there are deficiencies in the way in which some aspects are organised. The teaching time at Key Stage 4, for example, is less than the recommended 25 hours. Much time is lost, for reasons beyond the school's control, on frequent movements between the two sites. The carousel arrangements for creative arts, science and design and technology mean that there is lack of continuity and progression in these areas. The time allocated to English and mathematics varies in different year groups and although the overall time given to these subjects is close to the national average, there is insufficient time in Years 9, 10 and 11.
53. The school makes very good provision for pupils' moral and social development. The provision for pupils' cultural development is good but the provision for spiritual development is unsatisfactory. Within the constraints of available accommodation in the school there is satisfactory provision for two assemblies for each year group. In assemblies, the life skills programme and most areas of the curriculum, moral and social issues are addressed with great sensitivity. Pupils appreciate their own culture and other cultural traditions present in the country. In some subjects, such as religious education and English, there is a range of

opportunities for considering the spiritual dimension. However, the vast majority of pupils does not study religious education at Key Stage 4. More generally, there is limited experience of this within the curriculum, which means the pupils are not having the opportunity to experience the process of reflection. Early morning tutor times are used to discuss general matters and daily routines but no use is made of 'thought for the day.' There is considerable scope for promoting spiritual awareness in a more systematic way.

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

54. In order to sustain and continue to develop the good work, the governors and senior management of Meadowhead School, with the support of the local education authority, should now:

- **raise pupils' attainment in science, information technology and aspects of design technology by:**
  - making better use of pupils' performance data at the end of Key Stage 2;
  - implementing rigorously departmental policies on teaching, learning and assessment;
  - developing a portfolio of good practice which identifies clear expectations for each year;
  - monitoring pupils' information technology skills and ensuring effective applications across curriculum;
  - establishing separate design and making benchmarks for each project, and providing specific targets for pupils that match national exemplars;
  - providing appropriate in-service training for some teachers.
  - (paragraphs 2-4,11,46-49)
  
- **Seek improvements in the teaching accommodation in order to:**
  - reduce crowding and lack of access to specialist facilities;
  - reduce movement of pupils between the two sites.
  - (paragraphs 50-51)
  
- **Review the Key Stage 4 curriculum in relation to:**
  - the length of school day;
  - distribution of lessons within the teaching week;
  - the organisation, and blocking, of subjects.
  - (paragraphs 23,53)
  
- **Ensure that the school complies with:**
  - the provision of religious education for all in Key Stage 4;
  - the requirements for a daily act of worship.
  - (paragraph 53)
  
- In addition, paragraph 17 - marking in some subjects and 32 - subject specific targets in individual educational plans include weaknesses which have not formed the basis of 'Key Issues' identified above; the school should consider including these in the governors' post-inspection action plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	27	39	24	3	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	1642	0
Number of full-time pupils eligible for free school meals	190	0

Special educational needs	Y7– Y11	Sixth form
Number of pupils with statements of special educational needs	27	0
Number of pupils on the school's special educational needs register	215	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	22

### Attendance

Authorised absence	%
School data	8.5
National comparative data	7.9

Unauthorised absence	%
School data	0.3
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	163	162	325

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	101	111	93
	Girls	136	128	102
	Total	237	239	195
Percentage of pupils at NC level 5 or above	School	73 (69 )	74 (71)	60 (61)
	National	63 (64)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	37 (41)	50 (44)	21 (28)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	109	117	103
	Girls	144	134	119
	Total	253	251	222
Percentage of pupils at NC level 5 or above	School	78 (76)	77 ( 82)	68 (78)
	National	64 (62)	64 (63)	60 (62)
Percentage of pupils at NC level 6 or above	School	41 (35)	53 (52)	37 (46)
	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	164	154	318

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	72	157	161
	Girls	83	147	150
	Total	155	304	311
Percentage of pupils achieving the standard specified	School	49 (52)	96 (94)	98 (96.5)
	National	46.6 (44. 3)	90.3 (89.6)	95.8 (94.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	42 (41)
	National	38 (37)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	2
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	0
White	1623
Any other minority ethnic group	4

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	90.7
Number of pupils per qualified teacher	18.1

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	14
Total aggregate hours worked per week	463.5

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	76.8
---	------

#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.7
Key Stage 4	22.51

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	47	5
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	99/2000
----------------	---------

	£
Total income	3597825
Total expenditure	3634868
Expenditure per pupil	2213
Balance brought forward from previous year	76626
Balance carried forward to next year	39583



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

### **Questionnaire return rate**

Number of questionnaires sent out	1642
Number of questionnaires returned	268

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	53	3	5	1
My child is making good progress in school.	55	40	4	0	1
Behaviour in the school is good.	31	51	10	2	6
My child gets the right amount of work to do at home.	24	57	13	3	2
The teaching is good.	38	53	4	0	4
I am kept well informed about how my child is getting on.	42	43	10	4	1
I would feel comfortable about approaching the school with questions or a problem.	60	32	4	1	1
The school expects my child to work hard and achieve his or her best.	69	28	1	0	1
The school works closely with parents.	28	52	10	5	6
The school is well led and managed.	43	43	6	3	5
The school is helping my child become mature and responsible.	47	43	4	3	3
The school provides an interesting range of activities outside lessons.	47	37	6	1	9

### **Other issues raised by parents**

Poor accommodation and the split sites have an adverse effect on the quality of learning; the school does amazingly well to maintain standards in these difficult working conditions.