

INSPECTION REPORT

**MOUNTBATTEN SCHOOL AND LANGUAGES
COLLEGE**

Romsey

LEA area: Hampshire

Unique reference number: 116408

Headteacher: Mrs. L. K. Morffew

Reporting inspector: Mr. D. Pittman
16976

Dates of inspection: 3rd – 5^h December 2001

Inspection number: 186753

Short 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: Community

Age range of pupils: 11 - 16

Gender of pupils: Mixed

School address: Whitenap Lane
Romsey
Hampshire

Postcode: SO51 5SY

Telephone number: 01794 502502

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. P. H. Gale

Date of previous inspection: 29th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mountbatten is a large, mixed comprehensive school for pupils aged 11 to 16, with 1412 on roll. It gained joint language college status in September 2000. The school serves the private housing estate near the school, pupils from a village on the Wiltshire border and three schools neighbouring Southampton. The school is oversubscribed each year; most year groups contain more boys than girls. The school takes approximately one in five pupils from outside the catchment area. The level of attainment of pupils on entry is above average. The number of pupils eligible for free school meals is just above five per cent of the school roll, which is well below average. The number of pupils on the special educational needs register is 335, most at the early stages; 10 pupils have statements. There are relatively few pupils (eight) who have English as an additional language, which is significantly below national averages.

HOW GOOD THE SCHOOL IS

Mountbatten is a very good school. Pupils achieve well in many subjects; they develop good subject skills and become independent learners. The care and support the pupils receive at the school significantly enhance their confidence and promote their maturity. The high quality of teaching helps pupils learn well. The headteacher provides strong leadership; she is very effectively supported by other staff with management responsibility. There is a shared commitment to improve standards. The school gives very good value for money.

What the school does well

- Standards of attainment are well above average. Pupils make good progress.
- The overall standard of teaching is very good.
- The quality of leadership and management is very good.
- The provision for special educational needs is very effective; pupils receive very good support.
- The spiritual, moral, social and cultural provision at the school is very good. The extra-curricular provision is excellent.
- Standards of behaviour are very good; relationships are supportive and collaborative.

What could be improved

- The standards achieved in GCSE drama examinations are below expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The school has made good progress in raising standards since that time. The comprehensive self-review procedures have been instrumental in sustaining the pace of change. The school has introduced an effective performance management programme that successfully supports the monitoring of teaching. Assessment procedures have improved with the introduction of target setting. Pupils are appropriately involved in discussions with staff in setting these targets. The school now has specific lessons in information and communication technology (ICT) through both key stages. This provision ensures a more effective programme for the development of ICT skills. Two aspects from the last inspection remain unresolved: these relate to inconsistencies in communicating financial information for monitoring by governors and senior staff, and the non-compliance with statutory requirements for a daily act of collective worship.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-------------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| GCSE examinations | B | A | A | B | well above average A above average B average C below average D well below average E |

Results in the national tests for 14 year olds were well above the national average in 2001. Results in English were above average and were in line with the performance in similar schools. Attainment in mathematics and science were well above the national average. In comparison with similar schools, results in mathematics were above average and in science they were well above average. The trend in performance in the core subjects has been broadly in line with the national picture. The overall results in 2001 were above the average for schools with students from similar backgrounds.

GCSE results in the core subjects in 2001 were well above the national average and were above average in comparison with similar schools. Results in these examinations have been consistently above average, and have improved to be well above in the last two years. The trend in improving performance has been better than the national picture. The standards of GCSE performance in most other subjects were significantly above national results, with particularly high standards being achieved in modern foreign languages, latin, music, history, geography, religious education and physical education. Standards in drama are not as high as they should be. The school exceeded its overall target for the GCSE examinations by six per cent.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very good attitudes; they enjoy coming to school. Pupils are enthusiastic about their studies and many take an active part in the significant range of opportunities provided for them. . |
| Behaviour, in and out of classrooms | Very good. Pupils have high standards of behaviour; they work well together and show respect for the opinions and views of others. A very small minority of pupils behaves unsatisfactorily; they are being closely monitored by the pastoral staff. |
| Personal development and relationships | Very good. Pupils respond well to provision for their personal development; they show increasing confidence and maturity as they progress through the school. Relations in the school are a particular strength. |
| Attendance | Attendance is good, with particularly low unauthorised absence |

TEACHING AND LEARNING

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

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

The overall quality of teaching is very good. There were examples of high quality teaching in many subjects; examples of excellence were seen in history, geography, mathematics and physical education. Teaching is very effective in meeting the needs of pupils.

The quality of teaching is good in English and mathematics; it is very good in science. The skills of literacy and numeracy are taught well. Across the school, the main strengths in the teaching are the teachers' knowledge of their subjects, the detailed and effective planning, and comprehensive assessment procedures. Pupils are 'known' well; the rapport and positive relationship between staff and pupils are significant features of most lessons.

Pupils gain new knowledge very well and their understanding of issues shows good levels of maturity. Most pupils work hard and concentrate well on their studies. Pupils work very effectively on their own initiative and organise themselves efficiently; generally a considerable amount of effort goes into written work and homework. In a small minority of lessons pupils are inattentive and show poor listening skills. Pupils with special needs learn well and make very good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. Subject planning provides good breadth and balance. The programme for personal, social and health education is very good. The curriculum is enhanced considerably by the excellent extra-curricular provision. |
| Provision for pupils with special educational needs | Very good. Pupils are very well supported in class; effective withdrawal lessons improve basic skills well; individual education plans are coherently written and appropriately identify needs. A group of gifted and talented pupils has been identified; support for them is as yet not so focused. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The provision for students' moral, social and cultural development is very good; spiritual development is good. Pupils are friendly and courteous; they have a well-developed sense of right and wrong. The strength of this provision contributes significantly to the positive ethos within the school |
| How well the school cares for its pupils | Very good. The school looks after pupils very well. Heads of year and tutors stay with their groups and know them thoroughly. They keep careful records. This knowledge is well used to support pupils' work, personal development and behaviour. Procedures for child protection are good; outside agencies contribute well to individual cases. |

* Statutory requirements are mostly met; a small group of NVQ pupils does not follow a religious education course.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher and senior staff provide effective and efficient leadership of the school. Many heads of department and pastoral leaders also offer high quality leadership and management. |

| | |
|--|--|
| How well the governors fulfil their responsibilities | Good. Governors have a comprehensive understanding of the school's strengths and weaknesses; there is an effective committee structure. Communication between the school and governors is open and productive. Statutory requirements for a daily act of collective worship and an element of religious education are not met. |
| The school's evaluation of its performance | Very good. The school uses data exceptionally well to monitor the school's performance. Actions to bring about improvement are efficiently planned and implemented successfully. Good systems are in place for managing the performance of teachers. |
| The strategic use of resources | Very good. Detailed planning enables resources to be efficiently deployed; there is systematic identification of priorities and a clear indication of action to be taken. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Their children like coming to school and they make good progress. • They think the teaching is good. • The expectation that students work hard and achieve of their best. • The range of extra-curricular activities offered. | <ul style="list-style-type: none"> • The standards of behaviour in a few classes. • The amount of homework being set. • The approachability of the school. |

The inspectors agree with the positive views expressed by most parents. There are incidences of unsatisfactory behaviour from a few pupils but appropriate procedures are in place to deal with these issues. The school has an appropriate schedule of homework; it is aware of the need to create a balance in the amount of work set to reduce the stress of homework for some pupils. The regularity of homework needs to be monitored. The school is conscious of its need to make itself accessible to the community and reviews its actions in this area, for example, improving telephone communication.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are well above average. Pupils of all abilities make good progress.

1. Pupils achieve well. The 2001 national tests for 14 year olds showed that overall pupils' results were well above average in science and mathematics. Attainment in English, whilst being above average, was not as high as in mathematics and science. Standards were higher than national averages at the time of the last inspection and they continue to improve, keeping pace with the national trend. The trend in the school's average point score for all core subjects is in line with the national trend for 14 year olds.
2. When compared with those of similar schools, the overall results were above average. Standards in science were well above average, in mathematics above average and in line with performance of similar schools in English. The school exceeded the targets set for pupil achievement in 2001.
3. Currently, standards at the end of Year 9 are above average. Standards in mathematics have improved; a significant proportion of pupils achieved the higher levels (levels 7 and 8). Numeracy and literacy standards are above average. Achievement in ICT is above expectations for pupils of this age. Pupils make good progress in their subjects. The progress of pupils with special educational needs is very good; they are supported well and achieve very good results.
4. In 2001 the proportion of pupils who achieved five or more GCSE passes at grades A* to C and A* to G was well above average. Results in GCSE are consistently good and are well above national averages; they are improving at a faster rate than the national trend. The school exceeded its stated target for examination performance by six per cent and in particular there was an improvement in the proportion of pupils achieving the highest grades A* and A.
5. Pupils in Years 10 and 11 are achieving well. Particular strengths are found in modern foreign languages, history, geography, religious education and physical education. The standards achieved are related directly to the quality of teaching and learning. The school promotes a positive climate in which a successful teaching and learning partnership is sustained. Overall standards in lessons are high in both key stages. Although the standards of achievement of boys are good against national figures their overall results are significantly different from those of girls. The school is aware of this issue and has been very proactive in introducing strategies to reduce the gap in achievement. The approaches in history have been particularly successful in sustaining boys' attainment.
6. Standards of literacy are good and pupils' clear command of language enables them to achieve well in many subjects. In a Year 9 science lesson pupils were able to correctly use the specialist vocabulary on respiration to show their understanding of a new topic. Standards of reading are very good. Pupils demonstrate independence and a range of reading skills, as, for example, in a Year 8 history lesson where they analysed the causes of civil war. Standards in writing are usually high and work is well presented. Note-taking skills across subjects are very good; pupils select, compare, and utilise information, and draft and redraft their work.

7. Pupils apply and use mathematical ideas well in many areas of the curriculum. For example in geography, pupils in Year 10 contrasted the different residential environments in Southampton. They effectively presented data in a variety of forms to support their conclusions; the analysis reflected their competent numerical skills. In science, pupils confidently manipulate formulae, use scale and ratio ideas correctly and present statistical data accurately.
8. Pupils' ICT skills are very good. In a Year 9 'Certificate of Key Skills' lesson pupils confidently handled information in the form of spreadsheets. ICT is used well to support work in other subjects. It is evident, looking through an excellent portfolio of projects across year groups, that ICT is used effectively for independent research. Pupils are proficient users; in art they use ICT creatively. Skills in word processing are developed well.

The overall standard of teaching is very good.

9. Pupils are very well taught throughout the school. The overall quality of teaching and learning is very good. A particular strength is the consistency of quality teaching across subjects. Teachers are enthusiastic and are committed to the pupils and the school. They form a self-critical group, supporting one another well. The school has a rigorous programme for professional development and training. Each member of the leadership team supports other teams of teachers. The school has set clear aims for improvement in teaching and learning, and it is monitored both internally and externally by members of the leadership team and the governing body. The school has also coped particularly well with a larger than normal turnover of teachers last year, most of which were promotions to higher posts of responsibility. The quality of teaching and learning has been maintained since the last inspection.
10. Teachers have a secure subject knowledge and expertise, and show enjoyment of their subject, which is often enthusiastically shared with their pupils. Teachers have high expectations and work is usually well matched to the ability of the pupils. In the best lessons teachers set suitably challenging tasks. For example, in a Year 10 Spanish lesson, on time, the very effective sequencing of activities promoted the learning of pupils. Another strength of the teaching is the teachers' use of discussion, enabling pupils to voice their own views and ideas. For instance, in a Year 10 food technology lesson on product analysis, all pupils were given the opportunity to make a contribution as to how they felt products could be improved; they showed a good understanding of the issues involved. Clear presentations and challenging work are strong features evident in many lessons
11. The very good teaching evident at the school promotes and consolidates pupils' learning. Explanations are clear, and questioning is effective in moving pupils' learning forward and helping them recall previous learning. In a Year 8 music lesson pupils built on their prior knowledge and experience of the 'blues' scale to perform short improvisations. In a Year 11 geography lesson on the features of an ecosystem, pupils were constantly reinforcing their knowledge and understanding of key terminology. The teacher effectively involved pupils in the compilation of a diagram describing an ecosystem, sensitively using their responses to make valuable teaching points.
12. Building on what pupils understand and know is a positive feature of most lessons. This aspect is achieved by an appropriate emphasis on key words. The accurate use of specific subject related language supports pupils' increasing understanding. This is a strength throughout all subjects. Key words are often highlighted and/or glossaries and key notes are provided. In a Year 11 history lesson on the Cold War, the use of key

words and terms provided a very effective structure for pupils to use in discussion and reflection on the issues involved. Teachers use open-ended questions well to further elicit understanding of concepts and ideas. For example in a Year 8 art lesson, the teacher used well-known paintings very effectively to get pupils to think about the use of symbols in art. The pupils' ideas were then well used to explore the use of symbols in different cultures, as for example in Egyptian art.

13. The teaching of literacy is reinforced by appropriate homework to provide many different opportunities for pupils to consolidate their knowledge and understanding. Homework set is purposeful and challenging and is used well to reinforce learning. Good opportunities are provided for accelerated learning in lessons. A range of visits and visitors to the school motivates pupils and promotes their learning. The quality of teaching for pupils with special educational needs is very good. The school identifies such pupils early and good provision is in place.
14. Ongoing assessment of pupils' learning and developmental needs is good. The marking of work is generally regular and thorough. However, there are some inconsistencies within and between departments on the use of National Curriculum levels to indicate achievement. In lessons teachers give appropriate feedback, also support and praise. Assessment data and performance data are effectively analysed by teachers and staff with pastoral responsibilities, to set targets for pupils to achieve.
15. Pupils are keen to achieve well and very good progress is seen in their developing knowledge, skills and understanding. For example, in a Year 8 chemistry lesson, pupils carried out a series of investigations on chemical reactions and carefully recorded their observations on specifically prepared sheets. Pupils carried out these tasks with enthusiasm and interest. The progress in their understanding of chemical processes was clearly evident. Pupils are effectively encouraged to develop as independent learners and in many lessons this is a strong feature of the very good learning. Pupils make clear advances in their knowledge, skills and understanding. Pupils' intellectual, physical and creative efforts are developing well.

The quality of leadership and management is very good.

16. The overall quality of leadership and management is very good. The headteacher provides a clear educational direction and has high expectations for all. An open and participative style of management has created a good team ethos throughout the school. She is most effectively supported by her deputies and the leadership team. Management is well structured, with all members of the senior team having clear roles and responsibilities. The composition of the team is relatively small for a school of this size; an expansion of the group would enable management training opportunities for other members of staff. Within the leadership team, members are accountable, well informed and share a common purpose. Together with the governing body, they strive for improvement. Leadership is decisive but recognises the value of consultation and negotiation. The heads of faculties, heads of departments and working committees are the main consultative bodies and they work well. Generally, the administrative team supports the day-to-day running of the school effectively. However, the regularity and consistency with which financial information is presented to senior management should be improved. The commitment, expertise and dedication of senior managers are positive contributory factors to this successful school.
17. Heads of faculty and heads of department have a good awareness of their roles in monitoring standards, teaching and learning. The monitoring of teaching focuses acutely on sharing of good practice and identifying the needs for professional

development. This has had a significant impact on staff awareness of their strengths and on areas for improvement. Supportive systems are in place which enable the school to monitor and evaluate its effectiveness and how to further improve. The school achieved its Charter Mark Award in 2000. This award endorsed the comprehensive and effective performance management structures that had been established for the teaching staff. These systems need to be extended to involve the performance management of administrative staff and to identify training needs.

18. Heads of year are a very effective team and play a crucial role in promoting the aims and values of the school. They are fully involved in academic and pastoral issues and act as a direct link between home and school and between the school and outside agencies. They monitor the progress of groups of pupils and their subsequent levels of learning. They work closely with tutors as learning managers.
19. Developments are implemented, managed, monitored and evaluated efficiently. The annual management plan is detailed and appropriately referenced to strategic issues. These include continuing to raise standards in the core subjects at Key Stage 3, the implementation of GNVQ courses, and extending even further access to ICT facilities as a tool for learning.
20. The governors are very well informed about the strengths and weaknesses within the school and they are actively involved in all its facets. Governors have ensured that all statutory requirements are met, apart from religious education for a small group of pupils and the provision for daily worship. Governors work closely with the headteacher and school. They are effectively involved in monitoring standards and the adequacy of curriculum provision through the usual committee structures. The documentation required for parents is in place. The chair of governors is particularly supportive and plays a wide and active role. Members of staff regularly give presentations to governors. Governors are in a good position to make informed decisions and participate fully in the recognised priorities of the school.
21. The school has a deficit budget, which has been the result of past reductions in the overall educational budget. However, it has been able to produce a balanced budget for the past two years because of the strategies it has successfully introduced to deal with the issue. For example, a reduction in the non-contact time of staff has made savings on the overall staffing budget. The governors have a strategic plan to eliminate the deficit within the next financial year.
22. Challenging targets for improvement are continuously set and are being met. A positive feature of the school is the shared commitment for such improvement. The management of the language college initiative is very good; the communication with the other school involved in this project is open and productive. The associated funding for the language college has been used well and effectively. The school has the capacity to improve further and has the structures and personnel in place for this.

The spiritual, moral, social and cultural provision at the school is very good. The extra-curricular provision is excellent

23. The school has a strong commitment to supporting pupils' spiritual, moral, social and cultural development. The provision is very good. The school has conducted a detailed audit of where these aspects appear within the curriculum. Pupils have good opportunities to experience spiritual development during lessons and assemblies. Pupils confront and explore different views and beliefs. For example, in a Year 8 art

lesson on symbolism, pupils were able to reflect their ideas on the beginnings of life. Opportunities for reflection are planned for throughout the curriculum.

24. The school has high expectations of how pupils should behave. These are well documented and clear. The high expectations are well understood by the pupils and their behaviour is generally very good. Staff provide very good role models; they show respect for pupils. Pupils work well together and support one another well. Relationships between pupils and between staff and pupils are very good. In drama lessons, pupils use role models to explore and understand issues about moral behaviour.
25. Provision for social development is very good. There are numerous opportunities for visits and residential trips in the UK and abroad; for example pupils in Year 9 have participated in visiting German and French families and in Year 7 there is geography field work relating to social conditions in Southampton. The school provides many events for pupil participation. For example, in English there are poetry and speech festivals, the music department organises many festivals, art master classes are run at weekends, and the mathematics department encourages pupils to participate in national competitions.
26. Within the curriculum there are planned opportunities to broaden and extend pupils' cultural awareness. Regular visits are made to the theatre, galleries, museums and local places of interest. The school is committed to interaction with the community and values and successfully broadens the experience of pupils through its links with both European and international communities. Multi-culture is valued and celebrated at the school, specifically through art and music.
27. A particularly notable feature of the school is its emphasis on the 'Celebration of Success'. There are well-established systems of awarding commendations to pupils for achievement and progress through the curriculum. These commendations are awarded each term at 'celebration assemblies'; these sometimes include pupil performances in music, sport or drama. There is also a headteacher's award for each subject area; this is a significant point of interest and motivation for many pupils.
28. The extra-curricular provision at the school is excellent; it adds a significant dimension to the school's quality of provision in supporting and developing pupils at the school. These enhancement activities, some of which are residential and take place abroad, also enrich the curriculum offered as they did at the time of the last inspection. The school provides numerous opportunities to broaden the pupils' experience and help raise their self-confidence. Pupils participate in many sporting activities both within school and in the local area. Music features strongly; there are choirs and orchestras, which are extremely well attended. The school holds regular concerts and performances. Extra-curricular clubs are wide ranging and are very well attended, although unusually there are no drama clubs being provided at the school.

Standards of behaviour are very good; relationships are supportive and collaborative.

29. Pupils' attitudes to the school are very good. The school promotes very good standards of behaviour. Good procedures are in place and are understood by all. Pupils move about the school in a calm and purposeful way. They work hard and beyond the minimum requirements of their lessons. Pupils are conscientious, mature and act responsibly. They enjoy the many opportunities for greater responsibility that they are offered; for example, Year 8 pupils show parents of prospective pupils around the

school at Open Mornings. A particular strength is the involvement of Year 10 pupils with the 'Pupils Advice Line', which is a peer counselling service. Pupils help organise extra-curricular clubs and charitable events. Behaviour is generally very good both in and outside of lessons and strongly contributes to the high standards achieved. A very small minority of pupils, predominantly boys in Years 9 and 10, show low levels of concentration and negative attitudes to work. The very effective pastoral teams have identified these relatively few pupils, monitor their behaviour and have implemented support strategies to improve it.

30. Pupils are courteous and polite to each other, teachers and visitors. The personal development and relationships of pupils are very good throughout the school. These features have been maintained since the last inspection. There were many instances observed in the inspection when pupils were supportive of one another and were sensitive to each other's views, demonstrating that they too share the aims of the school. They are trustworthy and kind. Pupils work well collaboratively and independently. They are serious about their work but also have a good sense of humour. Their determination to work hard and to succeed is a strong contributory factor to the very good learning and standards achieved. They are encouraged to work towards challenging targets and they recognise the value of this. Several pupils said how helpful and useful they found individual target setting and that this helped them to improve their work.

The provision for special educational needs is very effective; pupils receive very good support.

31. Pupils with special educational needs make very good progress in the lessons where they are withdrawn from the mainstream curriculum for specialist one-to-one and small group tuition. This is due to the high quality of teaching in these sessions, which meets their individual needs. A tightly structured reading programme has been very successful in significantly developing pupils' competence and confidence. Overall in lessons, pupils with special educational needs make good progress, particularly when teachers take into account the targets in individual education plans. The procedures for producing these plans are very effective and they also act as an effective review of how pupils are progressing.
32. Provision for pupils with special educational needs is good for all age groups. A well-equipped learning support department gives one-to-one and small-group tuition according to individual needs, and deploys a team of support teachers and assistants in mainstream classes. The 'support rooms' are attractive and act as a stimulating environment for pupils who use them. The department also provides in-service training in preparing suitable teaching materials and developing appropriate teaching styles. Members of the support team are attached to various faculties for liaison. The department liaises well with outside services, such as the educational psychologist.
33. The management of the special needs department is very good. Special grants are spent appropriately. The co-ordinator liaises well with primary schools and ensures that all relevant documentation is provided before pupils transfer. The support team is very effectively deployed and everyone's responsibilities are clearly set out. Staff are sent on courses to gain appropriate qualifications. There are very productive and supportive links with parents.

WHAT COULD BE IMPROVED

The standards achieved in GCSE drama examinations are below expectations.

34. The quality of class teaching seen in drama lessons during the inspection was generally good. Pupils were enthusiastic and keen to learn. The planning of the activities provided good opportunities for pupils to explore and develop their understanding of issues, such as stereotypical roles of men and women. For example, in Year 8, pupils were involved in performing small cameos of family life such as who does the washing up. In a Year 9 lesson, pupils were performing Christmas plays and were given different aspects to evaluate, which reinforced theatrical language as well as the components of plays. In both of these contexts, the strength of the provision was in relation to the practical experiences being provided for pupils. However, insufficient emphasis has been placed on recording and compiling written evidence of how pupils have reflected upon this work. In consequence, pupils are not well prepared to tackle the writing requirements of examinations at Key Stage 4. The subsequent examination results for pupils taking drama are below the standards of which pupils are capable of achieving.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. To raise further the standards of work and the quality of education provided, the governors and senior management should:

- Improve the standards achieved in drama examinations through greater attention to demands of written work; better preparation for this aspect in Years 7 to 9. (Paragraph: 34)
- Ensure a greater consistency in use of National Curriculum levels in assessment data to monitor the progress of pupils. (Paragraph: 14)
- Devise and implement a performance management policy for the administrative staff. (Paragraph: 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 43 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 4 | 15 | 17 | 7 | 0 | 0 | 0 |
| Percentage | 9.1 | 34.1 | 38.6 | 15.9 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

| Pupils on the school's roll | Y7 – Y11 |
|---|----------|
| Number of pupils on the school's roll | 1412 |
| Number of full-time pupils known to be eligible for free school meals | 73 |

| Special educational needs | Y7 – Y11 |
|---|----------|
| Number of pupils with statements of special educational needs | 10 |
| Number of pupils on the school's special educational needs register | 335 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 8 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 17 |
| Pupils who left the school other than at the usual time of leaving | 19 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.2 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.9 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.4 |
|---------------------------|-----|

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 (Year 9)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 165 | 122 | 287 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 5 and above | Boys | 106 | 131 | 135 |
| | Girls | 98 | 99 | 110 |
| | Total | 204 | 230 | 245 |
| Percentage of pupils at NC level 5 or above | School | 71 (79) | 80 (82) | 85 (83) |
| | National | 64 (63) | 66 (65) | 66 (59) |
| Percentage of pupils at NC level 6 or above | School | 27 (44) | 57 (57) | 58 (44) |
| | National | 31 (28) | 43 (42) | 34 (30) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 5 and above | Boys | 129 | 128 | 124 |
| | Girls | 111 | 107 | 108 |
| | Total | 240 | 235 | 232 |
| Percentage of pupils at NC level 5 or above | School | 84 (85) | 82 (86) | 81 (88) |
| | National | 65 (64) | 68 (66) | 64 (62) |
| Percentage of pupils at NC level 6 or above | School | 49 (58) | 54 (57) | 45 (36) |
| | National | 31 (31) | 42 (39) | 33 (29) |

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

Attainment at the end of Key Stage 4 (Year 11)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 4 for the latest reporting year | Year | Boys | Girls | Total |
| | 2001 | 147 | 121 | 268 |

| 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 | 77 | 143 | 147 |
| | Girls | 89 | 121 | 122 |
| | Total | 166 | 264 | 269 |
| Percentage of pupils achieving the standard specified | School | 62 (68) | 99 (100) | 100 (100) |
| | National | 48 (47) | 91 (91) | 96 (96) |

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

| GCSE results | | GCSE point score |
|-------------------------------|----------|------------------|
| Average point score per pupil | School | 45 |
| | National | 39.0 |

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 | 0 |
| | National | n/a |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 3 |
| Indian | 7 |
| Pakistani | 2 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 1398 |
| Any other minority ethnic group | 1 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 1 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 58 | 0 |
| Other minority ethnic groups | 1 | 0 |

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

| | |
|--|------|
| Total number of qualified teachers (FTE) | 80 |
| Number of pupils per qualified teacher | 17.7 |

Education support staff: Y7 – Y11

| | |
|---|--------|
| Total number of education support staff | 18 |
| Total aggregate hours worked per week | 457.43 |

Deployment of teachers: Y7 – Y11

| | |
|---|------|
| Percentage of time teachers spend in contact with classes | 67.9 |
|---|------|

Average teaching group size: Y7 – Y11

| | |
|-------------|------|
| Key Stage 3 | 26.0 |
| Key Stage 4 | 23.3 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000–2001 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 3634058 |
| Total expenditure | 3687238 |
| Expenditure per pupil | 2615 |
| Balance brought forward from previous year | -115129 |
| Balance carried forward to next year | -168309 |

Recruitment of teachers

| | |
|--|-------|
| Number of teachers who left the school during the last two years | 25.5 |
| Number of teachers appointed to the school during the last two years | 13.57 |

| | |
|--|--------------|
| Total number of vacant teaching posts (FTE) | HT to advise |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | HT to advise |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | HT to advise |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|------|
| Number of questionnaires sent out | 1410 |
| Number of questionnaires returned | 231 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 39 | 52 | 8 | 2 | 0 |
| My child is making good progress in school. | 38 | 52 | 5 | 0 | 6 |
| Behaviour in the school is good. | 19 | 64 | 7 | 2 | 9 |
| My child gets the right amount of work to do at home. | 20 | 51 | 23 | 5 | 2 |
| The teaching is good. | 27 | 58 | 3 | 1 | 12 |
| I am kept well informed about how my child is getting on. | 25 | 38 | 27 | 4 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 44 | 42 | 8 | 2 | 4 |
| The school expects my child to work hard and achieve his or her best. | 52 | 42 | 4 | 0 | 3 |
| The school works closely with parents. | 19 | 44 | 22 | 7 | 9 |
| The school is well led and managed. | 36 | 42 | 7 | 1 | 13 |
| The school is helping my child become mature and responsible. | 34 | 53 | 9 | 1 | 4 |
| The school provides an interesting range of activities outside lessons. | 45 | 42 | 7 | 1 | 7 |