

# INSPECTION REPORT

## **WARLINGHAM SCHOOL**

Warlingham

LEA area: Surrey

Unique reference number: 125255

Headteacher: Mr D S Parr

Reporting inspector: Mrs J Greenfield  
7070

Dates of inspection: 6 - 9 March 2000

Inspection number: 187215

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 - 18
Gender of pupils:	Mixed
School address:	Warlingham School Tithepit Shaw Lane Warlingham Surrey
Postcode:	CR6 9YB
Telephone number:	(01883) 624067
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Appropriate authority:	Surrey
Name of chair of governors:	Mr M Kelly
Date of previous inspection:	5 February 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Warlingham School is a larger than average mixed comprehensive school for pupils in the 11-18 age range. It has 1490 pupils on roll, 288 of whom are in the sixth form. The school population has increased over the past five years, especially in the sixth form. The school is considerably oversubscribed and there is comparatively little movement in to and out of the school. The proportion of pupils eligible for free school meals at nearly seven per cent in 1999 is below the national average. The number of pupils speaking English as an additional language is a bit higher than in most schools. Two hundred and forty two pupils have special educational needs, which as a proportion of the number of pupils in the school, is similar to that found in most schools. Of these, 18 pupils, a lower proportion than average, have a statement of special educational needs. The school caters for the full ability range. Pupils' attainment on entry to the school is broadly average, although a large number of pupils have weak reading skills. There are fewer higher attainers than usual, especially boys.

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

Warlingham School is a good school that is effectively led and managed. Its strengths greatly outweigh its weaknesses. The majority of pupils make good progress in their learning and achieve above average standards through the good quality of most of the teaching. The governors and senior management team are committed to improving standards in the school. The school provides good value for money, and the provision for the sixth form is cost effective.

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

- Most pupils achieve above average standards by the age of 14 and 16.
- Effective teaching enables the majority of pupils to make good progress in their learning.
- Pupils have good attitudes to work and are willing learners.
- The school makes good provision for pupils' moral, social and cultural development.
- The headteacher, with the support of the governors and senior staff, effectively promotes a shared commitment to maintaining and improving academic standards in the school.

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

- Students in the sixth form could achieve higher standards.
- The procedures for assessing and monitoring pupils' attainment and progress are not yet fully established across the school.
- The quality of the personal and social education programme and the way it links with the tutorial programme does not support pupils' personal development effectively enough.

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

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

The school has maintained its above average standards in the National Curriculum tests and GCSE examinations since its last inspection in March 1996, and has improved its performance in line with the national trends at each key stage. Performance at A-level has improved since 1996 but remains below the national figure. The teaching has improved considerably and is a strong feature of the school, especially at Key Stage 4, and makes a significant contribution to pupils' above average attainment.

The school has made good progress in implementing most of the key issues identified in the last inspection report. The annual and transitional reviews of pupils with special educational needs take place as required to meet statutory requirements. The provision for information technology has been extended and strengthened considerably to support pupils' learning more effectively across the curriculum. The library, now designated as a learning resource centre, has doubled, both in size and in the number of books. It provides a valuable and purposeful area for pupils to work and study. The school has improved its provision for religious education for pupils in Year 11 and students in the sixth form, but does not comply with the requirement for a daily act of collective worship for all pupils. All the health and safety issues identified in the report have been attended to.

The school has shown that it has the capacity to improve what it does. It has a clear view of its priorities and it is well placed to bring about further improvements in its provision and in the standards pupils achieve.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

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

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

Overall results in the national tests for 14 year olds have been above the national averages for the last three years and have been improving in line with the national trend. Pupils' performance in mathematics and science was better than their performance in English, which was broadly average. The English results have fluctuated quite considerably over the past four years, with the girls generally performing better than the boys in line with the national picture. In mathematics and science, there has been very little difference in their performance. On the evidence of their current work, standards are above average in all subjects other than English, design and technology, information technology, modern languages and religious education where they are broadly average. In most subjects, pupils are achieving higher standards than might be expected for their earlier attainment.

The GCSE results have consistently been above average since the last inspection, with the rate of improvement from year to year broadly in line with the national trend. The school has set itself appropriate targets for raising standards further, particularly at five or more grades A\*-C and one or more grades A\*-G. The strongest subjects in 1999, with results that were significantly better than the national averages, were English language, mathematics, science, French, humanities, physical education. The results were also above the national averages in English literature, design and technology, business studies, drama, German and sociology. In line with the picture nationally, the girls outperformed the boys in nearly all subjects. On the evidence of their current work, standards are above average in all subjects, other than in design and technology, information technology and religious education where they are average. In most subjects, pupils are achieving higher standards than might be expected when account is taken of their attainment on entry into the school.

Since 1996, the A-level results have improved but have remained consistently below the national averages, with a much lower proportion than average gaining the higher grades of A or B. The GNVQ Intermediate results are also below average. The best results in 1999 were in art and design, business studies, drama, geography, German, government and politics, history, design and technology, music, physical education and physics, with all students gaining pass grades. The weakest subjects were biology, computing, mathematics and sociology. Students are not achieving as well at A-level as their performance in the GCSE examinations would indicate.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy coming to school; most pupils are eager to learn and respond well in lessons.
Behaviour, in and out of classrooms	Good: behaviour in lessons and around the school is mostly good, although a small minority of pupils in Year 7 and Year 8 do not behave as well as they might.
Personal development and relationships	Good: pupils mature perceptibly as they move through the school; they work well together in lessons and in other school activities.
Attendance	Good: attendance is above average for secondary schools; unauthorised

	absence is below average.
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Pupils respond well to the school's ethos which encourages them to take responsibility for themselves and their actions. This is evident in the calm and orderly way that most pupils behave as they move around the school, particularly at break and lunchtimes. Pupils show a great deal of respect for one another and to adults.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Satisfactory	Good	Good

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

There has been an improvement in the quality of teaching since the last inspection. Most teachers provide challenging activities for pupils, which enable them to learn effectively in lessons and make good progress. The teaching of English, mathematics and science is predominantly good throughout the school and also in nearly all the remaining subjects observed. In music, the teaching at Key Stage 3 and in the sixth form is particularly good. The skills of literacy and numeracy are taught effectively although not consistently across all subjects. Teaching is at least satisfactory in 92 per cent of lessons; good in 53 per cent of lessons; and very good and very occasionally excellent in 21 per cent. The teaching at Key Stage 4 and in the sixth form is better than the teaching at Key Stage 3, which was unsatisfactory in 18 per cent of lessons. The unsatisfactory teaching occurred in English, science, design and technology, information technology, personal and social education, mostly in Year 7 and Year 8, and in personal and social education in Year 11. Teaching approaches in the sixth form do not challenge students sufficiently to contribute in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils follow a broad and balanced curriculum, including a number of GCSE short courses and a narrow range of GNVQ courses at Key Stage 4 and in the sixth form. The school provides a wide range of out-of-school activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The good support they receive both in lessons and when withdrawn for specific help with their literacy and numeracy enables them to make good progress. They are fully integrated into the school community, are generally confident and feel secure.
Provision for pupils with English as an additional language	The school makes good provision for pupils with English as an additional language. Close liaison between the English and learning support departments ensures they are given appropriate support, especially with their writing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral, social and cultural development through the curriculum, tutorial lessons and out-of-school activities, but the personal and social education programme has some weaknesses. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Students feel supported within the school, especially by their tutors in whom they have confidence. Systems for supporting and monitoring pupils' academic progress are improving but they are not fully implemented throughout the school. Procedures for ensuring the health and safety of pupils, including child protection arrangements, are effective.



Teachers are good role models for pupils. They know their pupils well and respond to them in a positive and encouraging way. The link between tutorial sessions and the personal and social education programme in supporting pupils' personal development is not sufficiently well established.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by his senior staff, leads and manages the school well. They work closely together, providing good direction and challenge, fostering a team approach throughout the school.
How well the governors fulfil their responsibilities	Governors are fully involved in the school and have a clear understanding of its strengths and weaknesses. With the exception of ensuring a daily act of collective worship for all pupils, they fulfil their statutory responsibilities well.
The school's evaluation of its performance	The headteacher and senior managers have a very clear picture of the school's strengths and weaknesses. Systems for monitoring and reviewing departmental and teaching performance are effective, but those for tracking pupils' progress and the setting of targets are insufficiently robust.
The strategic use of resources	The school uses its resources well and much attention is given to cost effectiveness. Financial planning and administration are good, and expenditure is closely linked to the priorities in the school development plan.

The recent programme of extending and refurbishing some of the accommodation is significantly improving the quality and level of provision. The changing facilities, which were identified as unsatisfactory in the last inspection report, have not been improved and remain inadequate. Suitable procedures are in place to ensure that the school gets best value for money from its expenditure, enabling it to provide good value for money.

## 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>• They find it easy to approach the school with questions or problems.</li> <li>• The school expects pupils to do their best and achieve a good standard of work.</li> <li>• The good progress that their children make.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> <li>• Their children like school.</li> <li>• The good quality of the teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils' behaviour.</li> <li>• Homework arrangements.</li> <li>• The way the school works with parents and the information it provides about their child's progress.</li> </ul>

Parents are mostly pleased with the school and the education it provides. Inspectors' judgements support the positive views expressed by parents. A number of parents are concerned about some pupils' behaviour. Inspectors found some unsatisfactory behaviour in a small number of lessons, mainly with the younger pupils. Parents' views of homework are mixed. Some feel too much is given, others not enough, and others stress its inconsistency and that it is not always marked. Pupils confirmed that not all teachers keep to the homework timetable and that a lot of homework is set at times in Year 10. Inspectors found that most of the homework was marked by teachers but that it gave insufficient guidance to pupils on what they need to do to improve. The school attempts to keep all parents informed through regular newsletters, pupils' planners, consultation evenings and reports. Inspectors find that the reports are generally helpful but do not identify clearly enough the areas that their child needs to improve so that parents can provide more effective support.

## **PART B: COMMENTARY**

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

#### **Most pupils achieve above average standards by the age of 14 and 16.**

1. Pupils' attainment on entry to the school from their primary schools is broadly average, although an analysis of the standardised tests undertaken by pupils when they transfer to the school indicates that pupils' reading and reasoning scores are lower than average, and that the boys' scores are lower than those of the girls. By the time they reach the ages of 14 and 16, pupils attain standards that are above national expectations overall. These standards are a result of the demands teachers make of pupils in lessons and the positive way in which they respond to these demands. As one pupil in Year 9 commented 'the school sets high standards for us'. The majority of pupils make good progress in their learning and are achieving higher standards than might be expected of them when account is taken of their earlier attainment on entry to the school.

2. In 1999, pupils' results in the National Curriculum tests at the end of Key Stage 3 were above the national averages in mathematics and science when compared with all maintained schools and were close to the average in English. Over the past three years, the results in mathematics and science have been consistently above average, but have been more variable in English, although the results have never been lower than average. In English, a much lower proportion than usual, and more particularly boys, gained the higher Level 6 or above, which affected significantly the school's overall performance in the subject. When compared with similar schools, the results were broadly average overall, being above average in mathematics and science and below average in English.

3. The GCSE examination results have shown a steady increase since 1995, in line with the national trend, and have consistently been above the national averages. The figures for 1999, which were slightly lower than those for 1998, were affected by a group of eleven pupils with particular difficulties who were not entered for the GCSE examinations. Based on the last three years, the boys' results have been above the national average for boys, and those for the girls have been well above average for girls' nationally. Standards in subjects are mostly consistent, with some variation from year to year. Pupils' results in mathematics, French, German and physical education were significantly better than their results in other subjects. The school's performance was broadly average in 1999 when compared with similar schools, slightly lower than the previous year when the school's performance was above the national average.

4. From the evidence of their written and other work, both in lessons and over time, standards are generally above the national expectation by the end of both Key Stage 3 and Key Stage 4, although there are some variations across subjects. Standards improve steadily as pupils move through the two key stages. This improvement is closely related to the good quality of most of the teaching. By the age of 14, pupils' attainment is above the standard expected nationally in mathematics, science, art, geography, history, music and physical education, and is in line with expectations in English, design and technology, information technology, French, German and religious education. By the age of 16, pupils' attainment is above the standard expected nationally in all subjects other than design and technology, information technology and religious education where it is in line with expectations. There is a significant amount of very good work at Key Stage 4 in mathematics, science, history, French and German. There were no marked differences between the performance of boys and girls in lessons. Pupils with special educational needs are making good progress, and most are achieving higher standards than might be expected from their earlier attainment.

5. Pupils' literacy skills are good. They read fluently in the main and their reading skills improve considerably as they progress through the school. Pupils speak clearly and confidently for the most part, especially in addressing groups and asking questions. They also listen well and attentively to each other and to their teachers, both in large and small gatherings. Their writing is mostly good, with good use of expression and a wide variety of styles. The presentation of their work improves markedly with

drafting. The whole-school literacy policy is having a good impact on improving pupils' skills, through its implementation by subject departments. Pupils' numeracy skills are also good. They handle number and measurement, mentally, orally and in writing, confidently and apply their mathematical skills appropriately across subjects of the curriculum. There have been significant improvements in the use of information technology across the school since the last inspection. Pupils are developing their skills and confidence in the use of a variety of computer applications and applying them effectively to support their work in many subjects.

**Effective teaching enables the majority of pupils to make good progress in their learning.**

6. The good quality of most of the teaching makes a significant contribution to the above average standards achieved by the majority of the pupils. Most teachers provide challenging tasks suitable for the needs of individual pupils and have high expectations of what pupils will achieve and of their response in lessons.

7. The school has improved the quality of teaching since the last inspection, increasing the proportion of good and very good teaching. The teaching overall is good, although there are variations between Key Stage 3, Key Stage 4 and the sixth form. The teaching is particularly effective at Key Stage 4, and in almost nine out of ten lessons it is good, sometimes very good and occasionally excellent. The high quality of the teaching at this key stage is a significant factor in helping pupils make good progress in their learning and achieve high standards in their work. The main difference in the teaching at Key Stage 4 and elsewhere is the increased challenge and pace of lessons and the higher expectations that teachers have of their pupils. In the sixth form, just under a third of the teaching is good, and around a third is very good. At Key Stage 3, the picture is more variable. In just under two-thirds of lessons, the teaching is good and sometimes very good, but there is a much higher proportion of unsatisfactory teaching at this key stage than elsewhere.

8. Examples of very good teaching occur in a number of subjects, including English, music, geography and information technology at Key Stage 3; in history and physical education at Key Stage 4; and in English, German, history, music, philosophy and GNVQ Intermediate business in the sixth form. Some teaching in mathematics at Key Stage 4 is excellent. In all these lessons, pupils make particularly good progress in their learning, achieving for the most part well above average standards. Where learning is most effective, teachers use the following strategies consistently and well. They plan and structure the work thoroughly so that time is not wasted; set out clearly for pupils the intentions of the lesson; use a variety of approaches to motivate and interest pupils; and use questioning well to probe pupils' understanding and to challenge their thinking. They are also adept at linking the work in the lesson to previous work and in checking at the end of the lessons what pupils have learned. Such lessons engage and spark pupils' interest right from the start.

9. Teachers' subject knowledge is generally good and they use this knowledge well to provide challenging tasks to stimulate and motivate pupils. Lesson planning is generally good throughout, but on occasions does not ensure that pupils have sufficient work to keep them engaged for the whole lesson. In a small number of lessons, there were some examples of some time-filling activities and of pupils released early from class.

10. The majority of teachers manage and organise their classes well, but a feature of some of the unsatisfactory teaching, especially at Key Stage 3, is a weakness in managing some pupils' disruptive behaviour. This was evident in a design and technology lesson and an information technology lesson in Year 8, and a science lesson in Year 9. Most pupils are well motivated and are able to sustain their concentration throughout the one-hour lessons. They settle to work very promptly, although there are a few examples of some lateness to lessons, which results in a slow start. Pupils listen well to their teachers and to one another, valuing and accepting others' contributions and views. In many lessons, teachers make skilful use of questioning to provoke thought and test pupils' understanding. Pupils generally respond confidently to such questioning, although students in the sixth form are much more tentative. At times, pupils demonstrate real maturity and respond well to the challenge of the questions.

Pupils with special educational needs make good progress in their learning through the effective support they receive, both in lessons or when they are withdrawn for additional specific support.

### **Pupils have good attitudes to work and are willing learners.**

11. Pupils are very positive about the school and appreciate the support they receive from staff. According to some Year 7 pupils, school is 'fun' and 'exciting', and they like the wide variety of trips, visits and other educational opportunities provided for them. Elsewhere in the school, pupils are equally enthusiastic. Pupils enjoy coming to school and value the opportunity they are given to take responsibility for themselves and their actions, and the trust that is placed in them.

12. Attitudes to work are generally good, and they improve steadily throughout Key Stage 3 and are often very good at Key Stage 4 and in the sixth form. Pupils are interested in their work, often enthusiastic, particularly when the teaching is demanding and the work interesting. In Key Stage 3 and Key Stage 4, pupils contribute well in lessons, although this is less noticeable in many sixth form lessons, and the vast majority are willing to take part in the range of activities that teachers provide. Most maintain their concentration and involvement and persevere when the tasks are challenging.

13. Relationships between pupils and between pupils and their teachers are constructive. In most lessons, pupils listen carefully to one another and to their teachers. Collaborative work is usually good and pupils are mutually supportive and encouraging.

14. The behaviour of the majority of pupils is good. They are courteous to one another and to adults. The behaviour of a small minority is unsatisfactory and in some lessons, when the teachers are not so adept at managing their behaviour, they disrupt the learning of others. The generally good standard of behaviour, both in lessons and around the school, makes a positive contribution to the way in which the school operates as an orderly community. Pupils participate enthusiastically in out-of-school activities. Their high levels of attendance, positive attitudes to the school and to lessons all assist in the achievement of high standards.

### **The school makes good provision for pupils' moral, social and cultural development.**

15. The school's aims outline a clear commitment to supporting pupils' development in these areas. Its ethos enables pupils to become mature and responsible as they progress through the school. Teachers are good role models for their pupils and they lead by example. They produce a caring society where pupils learn right from wrong and strong values. Many opportunities are provided through the curriculum to consider their developing values in relation to important global concerns, for example, population issues in geography in Year 9, the exploitation of rainforests from an environmentalist point of view in Year 10, anti-racist posters in humanities lessons, and the effect of pollution in science in Year 11. Year 12 students consider profound spiritual and ethical issues related to philosophical ideas. Pupils are involved in group activities to help those less fortunate than themselves, for example the Meningitis support afternoon, community service and the 'soup run' undertaken by sixth form students.

16. There are numerous opportunities for pupils to learn good social habits. The school is an open school. Pupils are allowed in classrooms and corridors whenever lessons are not in progress. Bags are left in classrooms and corridors without fear of theft and personal lockers are well looked after. Pupils consider this a safe school. When pupils are moving between lessons or at lunch, there is some boisterous, but not anti-social, behaviour and noise. Pupils give due care and attention to visitors, are polite and open doors. There is no prefect system, but there are opportunities for pupils to exercise personal responsibility through membership of the catering committee and the school council. There are many opportunities for pupils to perform in public and to participate in the large number of out-of-school activities, which include team games and other sporting activities. Some sixth form students, who are trained as counsellors, participate effectively in the school's 'buddy' system. In class, pupils work well together in pairs and small groups.

17. Traditional cultural activities are very strong in the school and many pupils take part in the range of opportunities that are provided. One of the three choirs performs regularly on BBC television and has done so for the past 20 years. The three music groups perform regularly in public and the school orchestra undertakes tours abroad every two years. Drama productions and performances by different examination groups take place each year. During activities week, pupils have the opportunity to undertake a variety of different activities, including visits abroad and residential visits to other parts of the country. There are many opportunities to learn about other cultures in subjects of the curriculum, but pupils are not adequately prepared for life in an ethnically diverse society.

**The headteacher, with the support of the governors and senior staff, effectively promote a shared commitment to improving academic standards in the school.**

18. The clear leadership provided by the headteacher, with the support of the governors and senior staff, has been instrumental in maintaining educational standards at the school. He has a very clear view of the strengths and weaknesses of the school and what needs to be improved. His approach, in which the notion of team working is important, is to delegate clear responsibilities to staff, both at senior and middle management levels, and hold them firmly to account for their actions. This strategy is effective and ensures that staff feel valued and have an important role in improving aspects of the work of the school. It has successfully harnessed the commitment of staff to maintaining and improving standards.

19. The senior management team is a strong and cohesive team. Its members make a good contribution to the day-to-day management and organisation of the school and to ensuring the wellbeing of the pupils. They meet regularly as a group to review the school's work and to plan for its future development. The structure and composition of the senior management team is currently under review to ensure that it remains in a position to meet the future needs of the school.

20. Middle managers are held to account through regular meetings with their senior manager. Responsibility for the quality control of their department is appropriately vested in the heads of departments. They are given additional management time to undertake this work. Areas of weakness in performance are addressed rigorously and effectively. For example, following poor performance in GCSE examinations, the work of the design and technology department was reviewed and changes made through the leadership of the department. This has resulted in much-improved standards in 1999 and a more effective and cohesive department.

21. The senior management team has sharpened its focus on evaluation and review, but there is, as yet, no clear programme for the regular monitoring of classroom performance. Some lesson observation forms part of the annual staff enhancement programme, which includes an appraisal system and a review of the quality of teaching. Although not yet fully developed, much progress has been made in developing systems to monitor pupils' progress and achievements to provide individual profiles and targets. The school's five-year strategic plan provides a context for the work of the school and the school development plan for the current year focuses very clearly on strategies to improve performance; for example, raising achievement in information technology, and improving standards in the sixth form, behaviour and the school environment. Its main weakness is the lack of sharp enough criteria for indicating success and reference to how the plan is to be monitored and evaluated.

22. The governors contribute substantially to the effectiveness of the school. They have high levels of expertise and through their committee structure maintain a good oversight of the school's work. They have trust in the headteacher, but expect him to be fully accountable to them. The governors keep themselves very well informed about what is going on in the school. They make regular visits and take other opportunities to meet with staff to forge relationships and gain a clearer understanding of the strengths and weaknesses of the school.

## **WHAT COULD BE IMPROVED**

### **Students in the sixth form could achieve higher standards.**

23. The A-level results were below the national average in 1999 and have been consistently so since 1996, although there has been an improvement in the average points score during that time. The proportion of students achieving the higher grades of A or B was much lower than the national average. The results were well below average in biology, computer studies, French, mathematics and sociology. There was little difference between the performance of boys and girls in the A-level examinations in 1999. An analysis of the school's figures using the Alis value added system shows that over the last three years, students' performance is below their predicted grade in 13 out of the 21 subjects and, of these, the difference is significant in five of the 13 subjects. The school's performance in the GNVQ Intermediate awards was also below average in 1999.

24. From the work seen during the inspection, students' attainment is broadly in line with course expectations, although few are reaching the higher levels. Their achievements are lower than might be expected in relation to their performance in the GCSE examinations. Students often make good gains in their learning in individual lessons but a scrutiny of their recent and past work indicates that their progress is satisfactory overall. Students listen and attend well, but they are very reluctant to ask questions and seek information from their teachers. Many of the students lack initiative and although they settle down quickly to work they do not display high levels of subject knowledge and understanding, as for example in a geography lesson in Year 12, to contribute effectively to discussion and debate. When they speak they give comparatively short answers and some teachers, as for example in a Year 13 French lesson, do not sufficiently encourage them to respond at length or extend their answers. The teacher's open-ended questions in a Year 12 biology lesson were received by and large in silence, and responses to the teacher's questioning in a Year 13 physical education lesson were very brief and hesitant. Although many aspects of the teaching are good in the sixth form, teaching approaches are often too teacher directed and led, and fail to challenge students sufficiently in arguing and presenting a case or conclusion or in thinking more widely. This makes them compliant learners rather than questioning and reflective thinkers, making it more difficult for them to attain the higher grades in their A-level examinations.

25. A number of procedures have been implemented to monitor students' progress and attainment on a more regular basis and they are beginning to have a positive effect. With the consent of their parents, students can leave school in the afternoon to study at home, although sixth form staff do not monitor students' use of this time. When there are concerns about their work, students are interviewed formally with their parents and the right to work at home in the afternoon may be withdrawn. As the school has now extended the sixth form accommodation and improved the library provision through the new learning resource centre, more opportunities are available for students to undertake their study-time at school rather than at home. This should enable staff to monitor the students' use of their study time more rigorously and maintain a closer check on their progress. A small number of GNVQ courses are provided in the sixth form, the majority at Intermediate level, which limits the range of vocational courses that are available for students and also the opportunity for students to continue into a GNVQ Advanced course in Year 13 at the school. Undertaking a GNVQ course could well be a more appropriate route for more students than the traditional A-level courses.

### **The procedures for assessing and monitoring pupils' attainment and progress are not yet fully established across the school.**

26. Over the past year, under the leadership of the relatively recently appointed deputy headteacher, a new policy and systems for assessing and tracking pupils' progress have been implemented into the school and very good development work is now in progress. The main focus of the work so far has been in Key Stage 4.

27. Although the assessment information about Year 9 pupils is coordinated centrally, that for Year 7 and Year 8 is not. This means that monitoring the progress of individual pupils during their

first two years at the school lacks sufficient rigour. This has implications not only for their academic performance but also for their early socialisation into the school's expected standards. Consequently it takes longer for some of the younger pupils to settle down into the work ethic promoted by the school. This was clearly seen during the inspection in their response in lessons and their generally poorer levels of behaviour. A small minority of the younger pupils, especially in Year 7 and Year 8, do not behave as well as they might, both in lessons and around the school, and they affect the learning of others. A number of parents express concerns about the effect that these pupils have on their child's progress. This concern is supported by the inspectors' observations.

28. A whole school marking policy is in place but it is not consistently applied across the school. Much marking tends to be encouraging, rather than diagnostic, and does not sufficiently identify clearly enough what pupils need to do to improve their work. Consequently, the targets set are too general and indiscriminate. There are, however, examples of good analytical marking in science, English and sociology. Reports to parents, although generally helpful, lack sufficient detail on what pupils need to do to improve.

29. The school uses the local education authority's system of calculating value added to pupils' prior attainment, which provides a great deal of useful information for the school to analyse its performance. It does not, however, use a nationally standardised system, such as the NFER cognitive abilities tests, although plans are already in hand to do this. Such a system would help the school to identify more clearly a baseline against which to monitor progress and to set targets for individual pupils and for the school as a whole. The weaknesses in the current system are that it is insufficiently focused on identifying specific outcomes for individual pupils at the end of each key stage and in tracking, targeting and monitoring progress toward meeting the agreed outcomes. There is as yet no whole school computer network that allows assessment information to be coordinated centrally and provide easy access for both academic and pastoral staff. The consequence is that the current assessment system is not as effective as it might be in promoting the acceleration of progress to raise standards further.

**The quality of the personal and social education programme and the way it links with the tutorial programme does not support pupils' personal development effectively enough.**

30. The content and the teaching of the personal and social education programme, which is taught by a small number of staff, have a number of weaknesses. The programme itself was devised nearly ten years ago and, although some of it has been updated, the material does not take sufficient account of recent developments in the teaching of this aspect of pupils' personal development. There has been no detailed analysis, redrafting or change to the content of the programme to meet the changing needs of pupils. Some of the teaching gives insufficient opportunities for pupils to engage in the lesson, to discuss important issues relevant to their lives or to develop the skills of making informed choices. Planning does not identify clearly enough the learning intentions of lessons and consequently pupils do not always understand the purpose of the lesson. Because of the two-week timetable, the time lag between lessons makes continuity of learning more difficult. The overlap between the content of the personal and social education programme and some of the activities undertaken by tutors in the tutorial period does not make for effective use of time or for coherence in pupils' learning. Careers education and guidance is separate from both and is not seen as an integral part of pupils' personal and social development. While some of the younger pupils like their personal and social education lessons, the majority of pupils do not find them very useful or interesting. Although sex education was not seen during the inspection, sixth form students indicate that it does not fully meet their needs.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should now:

- (1) improve standards in the sixth form, by:
  - challenging students to contribute more effectively in lessons;
  - employing a wider range of teaching approaches to make students less dependent on their teachers;
  - having higher expectations of what students can achieve;
  - monitoring more closely how students use their study time and reviewing their progress more rigorously.  
(paragraphs 23 – 25)
  
- (2) improve the school's systems for monitoring pupils' attainment and progress, by;
  - identifying more clearly what pupils are expected to achieve by the end of each key stage;
  - ensuring that the marking of work and reports to parents identify more explicitly what pupils need to do to improve their work;
  - extending, as soon as possible, the school's systems for tracking pupils' progress into Years 7, 8 and 9;
  - implementing a computerised assessment system to which subject and pastoral staff have easier access.  
(paragraphs 26 – 29)
  
- (3) improve the quality of the personal and social education programme and the way it links with the tutorial programme to support pupils' personal development more effectively, by;
  - undertaking an audit of current provision in both programmes;
  - ensuring that the content of the personal and social education programme meets the needs of pupils more effectively;
  - ensuring that teaching and learning approaches are more appropriately geared to helping pupils develop their skills in making informed choices about issues relevant to their lives;
  - monitoring more systematically this aspect of pupils' personal development.  
(paragraph 30 )

## 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	31

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	21	53	18	8	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*

<b>Pupils on the school's roll</b>	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1202	288
Number of full-time pupils eligible for free school meals	98	-

<b>Special educational needs</b>	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	18	0
Number of pupils on the school's special educational needs register	232	10

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	40

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

<b>Authorised absence</b>	%
School data	6.4
National comparative data	7.9

<b>Unauthorised absence</b>	%
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	126	113	239

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	67	91	78
	Girls	86	84	75
	Total	153	175	153
Percentage of pupils at NC level 5 or above	School	64 (80)	73 (73)	64 (65)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	19 (41)	44 (46)	23 (29)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	73	86	94
	Girls	91	84	86
	Total	164	170	180
Percentage of pupils at NC level 5 or above	School	69 (73)	71 (73)	75 (75)
	National	64 (64)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	29 (35)	41 (38)	53 (33)
	National	31 (31)	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	111	126	237

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	53	102	104
	Girls	77	119	121
	Total	130	221	225
Percentage of pupils achieving the standard specified	School	51.9 (57.9)	92.5 (93.3)	94.0 (94.9)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	40.6 (42.0)
	National	37.8 (36.8)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	69
	National	72.9

### Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	43	70	113

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	12.1	14.3	13.1 (14.5)	5.3	2.0	2.5 (4.4)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	57.1
	National	72.9

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	n/a
	National	82.5

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

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	3
Black – other	2
Indian	19
Pakistani	1
Bangladeshi	2
Chinese	6
White	1451
Any other minority ethnic group	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	89	3
Other minority ethnic groups	0	0

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

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

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	85.6
Number of pupils per qualified teacher	17.4

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	52.4
Total aggregate hours worked per week	21.0

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	75
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#### **Average teaching group size: Y7 – Y13**

Key Stage 3	26
Key Stage 4	21

### ***Financial information***

Financial year	1998/99
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	£
Total income	3,604,423
Total expenditure	3,588,991
Expenditure per pupil	2,408
Balance brought forward from previous year	284,687
Balance carried forward to next year	300,119

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

### Questionnaire return rate

Number of questionnaires sent out	1490
Number of questionnaires returned	254

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	53	1	7	1
My child is making good progress in school.	39	53	1	6	1
Behaviour in the school is good.	26	53	6	11	3
My child gets the right amount of work to do at home.	21	56	0	17	6
The teaching is good.	29	62	4	5	1
I am kept well informed about how my child is getting on.	33	52	1	11	2
I would feel comfortable about approaching the school with questions or a problem.	49	44	1	5	2
The school expects my child to work hard and achieve his or her best.	51	41	1	6	2
The school works closely with parents.	30	56	3	10	1
The school is well led and managed.	48	44	4	3	1
The school is helping my child become mature and responsible.	38	54	4	4	1
The school provides an interesting range of activities outside lessons.	43	43	9	4	2