

# INSPECTION REPORT

**Cartmel Priory CE School**

Cartmel, Grange-over-Sands

LEA area: Cumbria

Unique reference number: 112437

Headteacher: Mr D Ingram

Reporting inspector: Mr John W Ashton  
4492

Dates of inspection: 19 – 21 June 2001

Inspection number: 187403

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Voluntary Aided
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	Headless Cross Cartmel Grange-over-Sands Cumbria
Postcode:	LA11 7SA
Telephone number:	015395 36202
Fax number:	015295 36287
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jane Sharpe
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>		
<i>4492</i>	John Ashton	<i>Registered inspector</i>
<i>19730</i>	John McGarry	<i>Lay inspector</i>
<i>10361</i>	Frank Evans	<i>Team inspector</i>
<i>8756</i>	Pat Hanage	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>6</b>
<ul style="list-style-type: none"><li>• Pupils achieve high standards of attainment by ages 14 and 16.</li><li>• The quality of most of the teaching and learning is good, especially in history.</li><li>• The school is efficiently led and managed.</li><li>• Pupils are well known and effectively cared for.</li><li>• Provision for ICT is much improved since the last inspection</li></ul>	
<b>WHAT COULD BE IMPROVED</b>	<b>11</b>
<ul style="list-style-type: none"><li>• There is some weak teaching and learning in science.</li><li>• The attitude and behaviour of some pupils is unsatisfactory.</li></ul>	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Cartmel Priory School is a smaller-than-average, 11 to 16 comprehensive school. It is also a voluntary aided, Church of England school. Situated in the village of Cartmel, near Grange-over-Sands, in Cumbria, the school draws pupils mainly from close to its immediate neighbourhood. There are 296 pupils on roll, just 13 fewer than at the time of last inspection. A lower than average proportion of pupils is eligible for free school meals. The school's intake at age eleven covers the full range of attainment, but with many more pupils whose attainment exceeds the national expectation than are below expectation for that age group. Around one per cent of pupils are of a minority ethnic background, all of whom are fluent English speakers. There are 34 pupils on the school's register for special educational needs, including 14 at the higher stages (stages 3 to 5) of the special needs code of practice.

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

Cartmel Priory School is an effective neighbourhood school, with strong links to the local community. It takes in well above average proportions of higher attaining pupils and sustains their high attainment throughout their time in the school. This it does with a combination of mostly good teaching, which brings about good learning; and efficient leadership and management, which enable pupils and teachers to carry out their work effectively. The energies of some pupils need harnessing more productively. The school provides good value for the money it receives.

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

- Pupils achieve high standards of attainment by ages 14 and 16.
- The quality of most of the teaching and learning is good, especially in history.
- The school is efficiently led and managed.
- Pupils are well known and effectively cared for.
- Provision for ICT is much improved since the last inspection

### **WHAT COULD BE IMPROVED**

- There is some weak teaching and learning in science.
- The attitude and behaviour of some pupils is unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in 1996, and it has a good capacity for further change for the better.

Standards of attainment at the end of each key stage are higher than they were. The overall quality of teaching and learning is improved. There is more consistent care and provision for all pupils. Effective ways have been developed of monitoring and evaluating the quality of work of the school. Development planning is sharper. Management and administrative roles have been reviewed and improved. Health and safety issues identified last time have been addressed. The registration procedures for pupils now meet requirements. Taught time is now longer and more flexibly organised. Pupils with special educational needs (SEN) are better monitored. Provision for the development of pupils' information and communication technology (ICT) capability is much better than it was.

On the other hand: pupils still take part in an act of collective worship on up to three days each week rather than every day, and there are still some pupils who do not completely share the values of the school and who demonstrate less than satisfactory levels of respect to their teachers and each other.

### STANDARDS

The table below shows the standards achieved by 14 and 16 year olds based on average point scores in national tests at the end of Year 9 and GCSE examinations at the end of Year 11.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
End of Key Stage 3 tests	A	A	A	B
GCSE examinations	A	A	A	B

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

By age 14, well-above-average proportions of pupils achieve the expected National Curriculum level 5 in English, mathematics and science. National Curriculum test results at Cartmel have risen year on year in line with the rising national trend, but consistently two terms ahead of those for pupils nationally. When measured against that of similar schools, attainment in the end of Year 9 national tests is also well above the national average in English, but pupils do slightly less well in science and less well again in mathematics. (Similar schools are those with similar proportions of pupils eligible for free school meals). National Curriculum teacher assessments at the end of Year 9, in 2000, show above average proportions of pupils achieving the expected standard in almost every other subject, particularly in art and music.

When pupils reach the end of Year 11, they achieve well above average GCSE point scores overall. In 2000, Cartmel School was in the top five per cent of schools in the country in terms of the proportion of its pupils who left the school aged 16 with at least one GCSE grade G. The trend in the school's average total GCSE points score over the past six years is above the rising national trend. GCSE results are above average compared to similar schools.

There is no consistent pattern in the relative performance of girls and boys from year to year. Observations from lessons and from the scrutiny of pupils' work, point to the positive effects of competent teaching on the whole, especially in the core subjects of English, mathematics and most of the science. Standards seen were above average in all three subjects. There were also indications of effective preparation of pupils for end of Year 9 tests and GCSE examinations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The large majority of pupils have positive attitudes to the school, but there is too much immaturity in some lessons.
Behaviour, in and out of classrooms	Behaviour is unsatisfactory overall. It is satisfactory in most classes but not in some Year 7 and Year 9 lessons, especially in science. The challenging behaviour of this minority of pupils is well controlled by most teachers.
Personal development and relationships	Relationships between teachers and pupils and between pupils themselves are mostly sound.
Attendance	Attendance is above the national average. Unauthorised absence is well below average.

## TEACHING AND LEARNING

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

The quality of most of the teaching and learning was good in every subject inspected. All but two of the 32 lessons seen were at least satisfactory and seven in every ten lessons were at least good. One in every five lessons was very good. Good lessons were seen in every subject, especially in English, mathematics and science. All three of the history lessons inspected were very good. Two science lessons, one in each key stage, were poor. The skills of literacy and numeracy are soundly taught. Pupils achieve well at Cartmel Priory School as a result of the good quality of almost all the teaching. They make good progress in knowledge and understanding and in the development of essential skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced and fulfils statutory requirements, except that pupils do not take part in a daily act of collective worship.
Provision for pupils with special educational needs	Good. Well co-ordinated, but limited in terms of additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory in all cases.
How well the school cares for its pupils	Good. Pupils are well known and well cared for.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Efficient leadership and management from the headteacher and deputy. Strong pastoral leadership from the heads of school. Curricular leadership is effective.
How well the governors fulfil their responsibilities	The governing body actively monitors the work of the school, particularly through the detailed work in its main committees. It fulfils statutory requirements except for ensuring that all pupils take part in a daily act of collective worship.
The school's evaluation of its performance	The school is assiduous in comparing its overall results with those of other schools, and each individual pupil's results with that pupil's previous achievement.
The strategic use of resources	The school's financial and budgetary procedures are good. The principles of best value are practised well in that, for example, the finance committee scrutinises all contracts for cost-effectiveness.

## 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>• The school expects the pupils to work hard.</li> <li>• Parents feel comfortable approaching the school.</li> <li>• They believe that their children are making good progress at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' behaviour.</li> <li>• Information about their children's progress.</li> <li>• The working together of parents and school.</li> <li>• Aspects of the leadership and management.</li> </ul>

Inspectors agree that the school expects pupils to work hard, and that pupils make good progress at the school. The school is led and managed efficiently on the whole. Weaknesses in teaching and learning have been identified and steps taken to improve matters. The behaviour of some pupils was found to be unsatisfactory, particularly in some science lessons. Strategies to head off potential minor bullying incidents could be improved by more imaginative use of older pupils as mentors of younger ones.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards of attainment by ages 14 and 16.**

1. The school's intake of pupils at age eleven covers a wide range of attainment, but with many more pupils whose attainment exceeds the national expectations for either English, mathematics or science than are below expectation for that age group
2. By the end of Key Stage 3, at age 14, well above average proportions of pupils achieved the expected National Curriculum level 5 in 2000, in each of the core-subjects English, mathematics and science. Averaged over the past few years, pupils' National Curriculum test results at Cartmel have risen year-on-year in line with the rising national trend, but consistently two terms ahead of those of pupils nationally. When measured against similar schools, attainment at the end of Year 9 is also well above the national average in English, though not in science and mathematics. Teachers' assessments show above average proportions of pupils achieving the national standard in almost every other subject, particularly in art and music.
3. When pupils reach age 16, they achieve well above average GCSE point scores (44.5 points against a national average of 38.4 points in 2000; 45.2 points against a national average of 38 points in 1999). Above average proportions of pupils also achieve at least five A\* to C grades, and well above average proportions achieve at least five A\* to G grades. In 2000, Cartmel School was in the top five per cent of schools in the country for the proportion of its pupils who left the school aged 16 with at least one GCSE grade G.
4. Overall GCSE results at Cartmel are improving year on year faster than the average of those elsewhere, albeit with a slight dip in 2000 compared to recent previous years. The school's performance in 2000 is, nevertheless, still above the national average in terms of pupils' average GCSE points scores, when compared with similar schools, or when compared with schools achieving similar results at the end of Year 9. All three core subjects exceed the national average in terms of A\* to C grades. Science results are better than the English results, which are better than those for mathematics.
5. Worthy of note in 2000 were the GCSE results in art and design and those in physical education (PE). Nearly half the entry of 31 pupils achieved the highest grades A\* or A in art and design, and one third of the entry of 21 pupils achieved either A\* or A in PE. These results in art are outstanding and, not surprisingly, the school's Sportsmark gold award has just been renewed because of the high standards in PE.
6. There is no consistent pattern of girls' and boys' results from year to year. Girls mainly outperform boys overall, but sometimes boys exceed boys' national averages by a greater amount than girls exceed the national average for girls.

7. Observations from lessons and from the scrutiny of pupils' work, point to the positive effects of competent teaching on the whole, especially in the core subjects of English, mathematics and most of the science. Standards seen were above average in all three subjects. There were also indications of effective preparation of pupils for end of Year 9 tests and GCSE examinations.

**The quality of most of the teaching and learning is good, especially in history.**

8. A wide range of lessons was inspected across both key stages. The main focus was upon the three core subjects of English, mathematics and science. Secondary foci included the teaching of modern foreign languages, in which some weaknesses were detected in the last inspection. Inspectors also focused upon Years 7 and 10, where last time there was felt to be some underachievement. The teaching and learning in all other subjects was sampled. In the event, every teacher was observed teaching at least once, most were seen twice and one teacher three times.

9. The quality of most of the teaching and learning was good in every subject inspected. All but two of the 32 lessons seen were at least satisfactory and seven in every ten lessons were at least good. One in every five lessons was very good. Two science lessons, one in each key stage, were poor. Good lessons were seen in every subject, especially in English, mathematics and science. All three history lessons inspected were very good. The teaching of modern foreign languages ranged from satisfactory through to very good.

10. The satisfactory lessons were notable for the quality of the teachers' preparation and secure subject knowledge. Pupils were given appropriate tasks and teachers had clear objectives for their lessons and they supported pupils, where necessary. For example, left-handed scissors were provided for those pupils who needed them in a Year 10 mathematics lesson. Class control was sound and pupils' literacy and numeracy skills were also developed whenever the opportunities arose. Pupils listened to their teachers for the majority of the time, carried out the assigned tasks and made progress in the lessons.

11. The good lessons also had a noticeably faster pace and progress was more discernible and more secure. Expectations of pupils were routinely high. For example, that a fine-tipped pencil would be used for plotting graphs in a Year 9 science lesson; that the target language would be used for most of the time in modern foreign languages; and that pupils would know without having to be told, exactly what to get from where, when beginning the practical part of an art lesson in Year 8.

12. The very good lessons were, in addition, notable for their flair, their greater degree of challenge, their very high expectations. Notable also for more involvement of pupils in their own learning, their sheer productivity and their imaginative use of learning resources. All three history lessons were like this, as also was one lesson in each of PE, French and geography.

13. In history, Year 9 pupils were involved, excited and stimulated as they re-created the atmosphere of Bletchley Park and the Enigma machine. That was 'cool', said one boy as he left this lesson, and this from a boy on report for behaviour. Year 7 'visited' houses where the Black Death was rampant, and Year 10 compared very well the capitalist and communist ideologies at the time of Mao's second five-year plan.

14. In a Year 7 French lesson, the level of activity, productivity, pace and flair were all very good. It would have been easy to conclude that the class had been studying French for longer than one academic year. The constant use of spoken French at a conversational pace was well received by the pupils. English was only used on those occasions when, to persist with French to explain a technical point would have been counter-productive. Even when changing into English, the teacher sometimes did it by asking in French, for a volunteer pupil to tell everyone else how this would be said in English. Pupils, well used to this approach, responded willingly and to very good effect.

15. The very good PE lesson in Year 8 had to deal with a late start owing to the clearing up after assembly, but was quickly up to speed with a good range of fitness tasks. The exercises were time-limited and performances were recorded efficiently by one half of each pupil pair, and then vice versa, leaving the teacher free to concentrate upon ensuring that pupils were using the proper exercise procedure. All pupils were actively engaged throughout the session and their enthusiasm was captured and built upon very well.

16. Where teaching and learning were unsatisfactory at the time of the previous inspection, the shortcomings were usually to do with: poor relationships with pupils; lack of structure and established routines, unclear aims and inappropriate expectations. Sometimes the problem was insufficient expertise on the part of the teacher. Considerable improvement was noted in almost all of these areas, during the period of this inspection. Pupils achieve well at Cartmel Priory School as a result of the good quality of teaching. They make good progress in knowledge and understanding and in the development of essential skills. They get under the skin of history, for example, and begin to understand how change affects people and how it is brought about.

### **The school is efficiently led and managed.**

17. The school's principal aim is the provision of an effective environment for learning, in which every individual is treated with respect and given support for their personal development. In this it succeeds, since well above average standards of pupil attainment and good progress throughout the school are the result.

18. The headteacher, in his 18<sup>th</sup> year at the school, 11 of them as headteacher, retires at the end of this term having achieved the targets he set for himself at the beginning of his headship. These were: the raising of standards of achievement through better teaching and learning; establishing an effective leadership team; clarifying the role of the governing body; developing good community links through raising the status and profile of the school; and identifying and clarifying the values of the school.

19. There have been a good number of improvements in leadership and management since the last inspection. These include: the setting up of a smaller, tighter-knit management team and the creation of a sharper and more focused school development plan. Improvements in attainment have been brought about with the help of a number of significant initiatives. Prominent amongst these are the more flexible timetabling and the use of more part time staff, which have helped to avoid much non-specialist teaching. Also significant are the changes in curricular leadership to strengthen weaknesses identified at the time of the last inspection. There has also been a notable emphasis on the development of pupils' thinking skills, and a drive to improve further pupils' behaviour in class, through an agreed assertive discipline technique.

20. The very detailed and extensive staff handbook is helpful in ensuring consistency of approach across the staff. There are detailed and comprehensive job descriptions for all teaching and non-teaching staff.

21. The governing body actively monitors the work of the school, particularly through the detailed work in its main committees (finance, curriculum, community links and policy advisory). Regular review, via the curriculum committee, of each of the subject areas in turn is one of this committee's most useful roles. The governing body fulfils statutory requirements except for ensuring that all pupils take part in a daily act of collective worship. The school's financial and budgetary procedures are good. The principles of best value are practised well in that, for example, the finance committee scrutinises all contracts for cost-effectiveness, the school compares its overall results with those of other schools, and each individual pupil's results are compared with that particular pupil's previous achievement.

### **Pupils are known well and effectively cared for.**

22. The relative smallness of the school makes it easy for pupils to be known well by staff. Pastoral leadership is strong. Form tutors, under the effective leadership of the heads of upper and lower schools, provide a good standard of care. Child protection procedures are secure. The school devotes more of its curriculum time than do most schools to pupils' personal development, through a mixture of regular personal and social education and tutorial sessions.

23. Year 7 pupils speak warmly of the transfer arrangements from their primary schools. They support most aspects of the 'parking' scheme for dealing with bad behaviour in class. Year 9 pupils like the small size of the school and the friendly teachers. They feel trusted at the school and like the freedom they are given. As with pupils in other year groups, they praise the school nurse and feel comfortable asking her for help when necessary. Year 10 praise the school's sports facilities, the new science laboratories and the much improved food in the canteen. Year 11 praise also the improved ICT and music facilities, and the good range of extra curricular activities the school provides. Along with their parents, pupils in Year 11 think that the school prepares pupils well for continuing their education post-16.

24. Assessment and record keeping is meticulous across the school, in order to detect underachievement and to monitor individual pupils' progress. Annual reports to parents on their children's progress are written to a common but flexible format. They are clear and

informative, with useful spaces for pupils to write at reasonable length about their own goals and targets. Individual subject comments vary in their helpfulness, however. The best ones, such as the art reports for Year 8 pupils, give perceptive and helpful suggestions for improvement. Less helpful are those truisms which amount to little more than that the pupil would do better if he/she worked harder.

25. Pupils in Year 11 are privileged in that they have the opportunity to hire lockers in which to leave their books during the day. Some parents mentioned, and pupils agreed, that they would like their younger children to have the same opportunity.

26. There are very clear and useful policies and detailed procedures in the staff handbook for supporting good behaviour. These include useful instances of good practice, plus examples of what not to do when faced with challenging behaviour. Due weight is also given to suggestions for how to reward pupils' good work and good behaviour.

27. Pupils with SEN are well supported and their progress is well documented. For example, a pupil with emotional and behavioural needs has been provided with a very detailed behaviour plan. This plan contains a manageable number of concrete, easily understandable and achievable targets. The aim is for every pupil to leave the school with at least one successful GCSE grade (this aim was achieved in 2000) and where possible, with much more than this.

28. The School Council is an elected forum for pupils to discuss issues to do with school improvement. There is some disagreement about the level of its success so far, although some pupils claim that it achieved the welcome change of allowing girls to wear baggy instead of tight shorts for PE.

29. There is more consistency of care and provision for all pupils than was found at the time of the last inspection. Lower attaining pupils, for example, are no longer taught almost exclusively by non-specialist teachers, and fewer pupils have to be taught to GCSE level outside normal school hours. There are examples of positive action too. Priority access to the computer room is given at lunchtimes to those pupils who do not have access to a computer at home.

### **Provision for ICT is much improved since the last inspection.**

30. Curriculum time for information and communication technology (ICT) has been increased since the last inspection. It is taught to all year groups, such that all pupils now receive their full National Curriculum entitlement. All pupils in Years 10 and 11 are prepared for the short GCSE course in ICT.

31. A team of experienced teachers teaches ICT. There is now a well-qualified and full time ICT technician. Hardware and software are much improved. The number of computers available for pupil use in school is much greater than it was, due in part to an effective partnership between the school and the local adult education centre. The centre financed an additional room full of modern computers in return for the school providing a room for their use in the training of adults. The school is able to use the equipment at designated times each day.

32. Cross-curricular use of ICT is increasing, helped enormously by the networking across the school. All users of the network have access to e-mail facilities, and project work can be carried on either at home or at school. There is evidence of effective use in subject areas. For example, in English, Year 8 produce pamphlets of particularly good quality. In geography, Year 10 pupils make good use of a computer to download photographs of Kendal taken with a digital camera. Images of other artists' work are continuously accessible in art, and data about types of food is easy to access during lessons in food technology, in order to enhance pupils' GCSE projects.

33. The school recognises that it will have to work even harder to keep up with the on-going national developments in ICT but a very good start has been made. Future developments are likely to include tailor-made training for as many as possible of the teaching staff, plus an upgrade of the Internet access to a broad band system.

## **WHAT COULD BE IMPROVED**

### **There is some weak teaching and learning in science.**

34. Parents speak of one third of the science teaching being weak. Year 11 pupils complain to inspectors of poor teaching in physics.

35. In a science department where two thirds of the teaching and learning inspected is good, where most lessons are well organised, the pace is good, the class control effective and pupils are clear about what is expected of them, there are some lessons which, in contrast, are noticeably poor. In these poor lessons, pupils' attention is not captured and held. The teaching is not able to command sufficient respect to influence what pupils do. Learning is poor. Some pupils achieve very little in these lessons. Others go through the motions of appearing to be busy. No deadlines are set. Individual pupils or small groups of pupils are questioned or supported in turn, whilst the rest are often left to their own devices. These latter are criticised occasionally for being out of their places, but little else is done to ensure they that are appropriately challenged or kept productively on task.

36. The problem is two fold, partly the poor teaching and partly the attitude and behaviour of the pupils. Pupils' behaviour in these lessons falls short of what is acceptable. Bored by the lack of control and not stimulated sufficiently to become involved in the work in some science lessons, pupils resort to time wasting and general misbehaviour which the school's assertive discipline system is not effective enough in this case to cope with.

37. The school is well aware of the problem in science, and effective steps have been taken to solve the matter in time for the beginning of the next academic year in September 2001.

### **The attitude and behaviour of some pupils is unsatisfactory.**

38. One year group (Year 9) and one third of another year group (Year 7) have developed reputations for being more challenging to teach than other groups in the school. Immature and cheeky repartee is the most common form of misbehaviour seen. Inattention is another. Most teachers deal with this well, by increasing the pace of the lessons and making sure that pupils are well involved with work which interests and stretches them.

39. Some teachers expect that certain groups will misbehave, notably in science, and in some lessons their expectations are fulfilled; on other occasions they are pleasantly surprised at being proved wrong.

40. The school as a whole, operates a form of assertive discipline known as a 'parking' system, developed by a group chaired by a member of staff at the school. This consists of writing offending pupils' names on the board, then ticks for repetition and further warnings which lead on to pupils being 'parked' with a nearby teacher, following which they have to negotiate their re-entry into the first teacher's class.

41. Where a behaviour problem is diagnosed to be the result of a particular pupil's special education need, the school's SEN co-ordinator brings into operation a very comprehensive individual behaviour management plan. A good example of this was seen. The main problem arises, however, when a number of such pupils, and others whose interest in the lesson is not as firm as it should be, choose to lose their attention together and to test the limits of a teacher's control.

42. Pupils think well of the parking system on the whole but, individually, and as year groups, they have some interesting ideas for how things could be improved. One of these is the suggestion from Year 7 that the initial stages of the procedure should be shortened. They feel that a yellow and red card system would be better. This would effectively shorten the number of opportunities for misbehaviour before the 'parking' comes into operation.

43. Pupils informed inspectors that some bullying occurs in the school, mostly of a verbal kind, and of the type which is very difficult for teachers to deal with. Year 11 pupils think that one cause of the problem is that they as prefects were not used effectively enough as mentors of younger pupils.

44. The school has planned for the Autumn term of 2001 a working forum of teachers and parents to examine the whole question of pupil attitude and behaviour.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The school's staff and governors are in a strong position to remedy the weaknesses identified in this inspection. They should:

- Improve pupils' learning in science, by:
  - \* eliminating the weaker teaching,  
(*Paragraph: 35*)
  - \* sharpening the school's assertive discipline system.  
(*Paragraphs: 36, 40, 42*)
  
- Take all steps necessary to improve pupils' attitudes and behaviour to more consistently acceptable levels, by:
  - \* ensuring consistency of teaching and learning across all subjects,  
(*Paragraphs: 9, 34-36*)
  - \* making more effective use of older pupils to mentor younger ones,  
(*Paragraph: 43*)
  - \* examining ways of involving pupils and parents more in the rationale for promoting positive attitudes and behaviour throughout the school.  
(*Paragraphs: 44*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	17

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	53	22	0	6	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	296	N/A
Number of full-time pupils eligible for free school meals	9	N/A

#### **Special educational needs**

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	3	N/A
Number of pupils on the school's special educational needs register	34	N/A

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	92.3
National comparative data	91.3

#### **Unauthorised absence**

	%
School data	0.4
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
	2000	19	32	51

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	14	14	16
	Girls	29	26	25
	Total	43	40	41
Percentage of pupils at NC Level 5 or above	School	84 (68)	78 (71)	80 (81)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC Level 6 or above	School	41 (32)	47 (44)	41 (37)
	National	28 (28)	42 (38)	30 (23)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	15	16	13
	Girls	30	27	24
	Total	45	43	37
Percentage of pupils at NC Level 5 or above	School	88 (82)	84 (77)	74 (84)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC Level 6 or above	School	37 (35)	45 (45)	40 (40)
	National	31 (31)	39 (37)	29 (28)

*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
	2000	34	26	60

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	18	34	34
	Girls	16	25	26
	Total	34	59	60
Percentage of pupils achieving the standard specified	School	57 (62)	98 (94)	100 (96)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	44
	National	38.4

*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	10	100
	National		N/A

***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	296
Any other minority ethnic group	3

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

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	34	1
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 – Y11**

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	16.3

*FTE means full-time equivalent.*

**Education support staff:**

**Y7 – Y11**

Total number of education support staff	2.0
Total aggregate hours worked per week	10.45

**Deployment of teachers:**

**Y7 – Y11**

Percentage of time teachers spend in contact with classes	75.5
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**Average teaching group size:**

**Y7 – Y11**

Key Stage 2	N/A
Key Stage 3	22.7
Key Stage 4	19.5

***Financial information***

Financial year	<b>1999-2000</b>
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	<b>£</b>
Total income	859,908.00
Total expenditure	859,826.00
Expenditure per pupil	2867.00
Balance brought forward from previous year	89,141.00
Balance carried forward to next year	89,223.00

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	296
Number of questionnaires returned	61

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	15	56	21	7	2
My child is making good progress in school.	28	54	10	5	3
Behaviour in the school is good.	7	51	23	13	7
My child gets the right amount of work to do at home.	10	64	18	7	2
The teaching is good.	15	57	20	3	5
I am kept well informed about how my child is getting on.	18	43	28	11	0
I would feel comfortable about approaching the school with questions or a problem.	34	46	16	3	0
The school expects my child to work hard and achieve his or her best.	25	69	2	2	3
The school works closely with parents.	11	48	34	7	0
The school is well led and managed.	13	43	21	13	10
The school is helping my child become mature and responsible.	15	52	25	5	3
The school provides an interesting range of activities outside lessons.	23	46	21	7	3