

# **INSPECTION REPORT**

## **BURY CHURCH OF ENGLAND HIGH SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105365

Headteacher: Mr P B Grady

Reporting inspector: B A Jones  
18462

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> February 2001

Inspection number: 187814

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11-16
Gender of pupils:	Mixed

School address:	Haslam Brow Bury Lancashire
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Postcode:	BL9 0TS
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Telephone number:	0161 7976236
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Appropriate authority:	The Governing Body
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Name of chair of governors:	Mr J H Allen
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Date of previous inspection:	15 <sup>th</sup> April 1996
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## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</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>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>16</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Bury Church of England High School is an aided, mixed, comprehensive secondary school which takes pupils in the 11 to 16 age range. There are currently 645 pupils on roll, with 294 boys and 351 girls. The school draws its pupils from a large number of primary schools, varying from year to year between 40 and 60, and spread over a wide geographical area. The school is popular and is heavily over-subscribed every year. No account is taken of pupils' attainment during the admission process, but the attainment level of pupils on entry has risen significantly over the past three years and is now above average overall and well above average in Year 7. Few pupils are from non-white ethnic groups and only three pupils are from homes where English is not the first language. Approximately five per cent of pupils are eligible for free school meals, which is below the national average. The proportion of pupils with special educational needs, including statements is 12.5 per cent, which is below the national average. The total of 1.9 per cent of pupils with statements of special educational needs is broadly in line with the national average.

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

The school is a very effective school, which provides very good value for money. It is popular with pupils and parents. The school is well organised and ensures a good level of care for its pupils. The headteacher provides good leadership and clear vision, ensuring that the school attains high standards and provides an education in keeping with its mission statement and the associated Christian ethos. The standard of teaching overall is good and this is effective in helping pupils to make good progress and achieve very well in GCSE examinations. A strength of the school is found in the increasingly rigorous approach it takes to monitoring and evaluating all aspects of its work and finding ways to improve further.

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

- Good leadership from the headteacher gives a clear educational direction to the school's work, in line with the school's mission statement.
- The quality of teaching is good across the school and leads to good learning.
- Pupils make good progress and attain high standards.
- The school makes very good provision for the personal development of pupils.
- The school provides a well-balanced curriculum. It enhances and extends the curriculum well for pupils in Years 10 and 11.

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

- Better provision should be made for the development of pupils' skills in information and communication technology.
- The development of pupils' numeracy skills.

*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 attained a good level of improvement since the previous inspection in 1996. The school has enjoyed a good measure of success in addressing the key issues. In addition, the school has successfully identified, addressed and updated progress in meeting other issues identified in the body of the previous report. The results that pupils obtain in examinations in Year 9 and Year 11 have been maintained at a level well above national averages, and challenging targets were met. The quality of teaching has improved further from an already good base. It is now good overall with some excellent teaching and there is no unsatisfactory teaching. The school has good systems and strategies in place to improve further.

## STANDARDS

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

	compared with				Key	
Performance in:	all schools			similar schools	well above average	A
	1998	1999	2000	2000	above average	B
					average	C
GCSE examinations	A	A	A	A	below average	D
					well below average	E

Overall, pupils achieve well in relation to their prior attainment. When pupils enter the school in Year 7, they have a range of attainment levels, but overall these levels are above the national average and in the current Year 7 they are well above average. Pupils' results in examinations demonstrate good progress as they move through Years 7 to 9 and then good progress again through Years 10 and 11. The school makes good provision in teaching the skills of literacy and standards are well above the national average. The skills of numeracy are not developed as effectively, but standards overall are broadly in line with the average. The standards obtained by girls are higher than those of the boys and they gain better results in examination. The gap between their relative performance is greater than the gap nationally. The standards attained by pupils with special educational needs are above average and almost all pupils gained at least five A\*-G grades in the Year 2000 GCSE examinations.

In the Year 2000 National Curriculum tests for Year 9 pupils, the average points score for all three subjects was well above national averages. Compared to similar schools, pupils' average points score in all three subjects was well above the average. In English, mathematics and science, pupils' results were well above average. The trend in the school's results over the past five years was broadly in line with the national trend. In the work seen in the inspection, standards are well above average in all three core subjects. In the Year 2000 GCSE examinations, the average points score per pupil was well above the national average, and the school's trend in results was broadly in line with the national trend. The school set challenging targets for this group of pupils and they were met. Compared to similar schools, the results were well above average.

The standards of work seen in the inspection are good and reflect the results gained by pupils in recent public examinations. They were, overall, well above average. Pupils enter the school with levels of attainment that are above average. Their results in the last Year 9 National Curriculum tests were well above average. Their good rate of progress is maintained through Years 10 and 11, marked by results at GCSE that are higher than predicted from their Year 9 results. The effective manner in which the school has developed accurate and increasingly precise targets for pupils in Years 10 and 11 has been significant in raising attainment. Pupils receive good quality guidance about their potential



and their actual current performance. The process has helped to identify and reduce under-achievement where it existed as well as helping other pupils to achieve well in general. Pupils' achievements and their good progress throughout the school indicate that the school is not complacent about its good results and continues to strive to improve standards further.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very good attitudes to their work and show a good level of commitment to school life.
Behaviour, in and out of classrooms	Behaviour is very good around the school and often excellent during lessons. This has a very positive impact in determining the good learning that takes place. There were no permanent exclusions last year and a low incidence of fixed exclusions.
Personal development and relationships	Pupils' personal development is very good. Relationships between pupils and with their teachers are very good.
Attendance	Attendance is broadly in line with the national average. The rate of unauthorised absence is below the national average.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged 11-14 years</b>	<b>aged 14-16 years</b>	<b>aged over 16 years</b>
Lessons seen overall	Good	Good	N/A

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

The quality of teaching is good across the age range 11 to 16 years and is successful in ensuring that pupils' good quality of learning is consistent throughout the school. In 87 per cent of the teaching observed the quality was good or better and no unsatisfactory teaching was observed. The proportion of teaching observed that was very good or better was 45 per cent. The impact of this good quality teaching is seen in the maintenance of well above average examination results at GCSE and the high standards that pupils attain when compared with similar schools. The teaching quality has a positive impact upon pupils' learning and this is helped in turn by the very good behaviour of pupils and their positive attitudes towards work. The provision made for the teaching of literacy skills is very good. The teaching of numeracy skills across the curriculum is satisfactory. Throughout the Years 7 to 11, the quality of teaching is good overall in English, mathematics and science. The school provides well for pupils with special educational needs. This area is very well led and teachers are effectively supported by a group of classroom assistants. The teaching of these pupils is good and is characterised by the high level of expectation of pupils' behaviour and attitudes as well as the quality of their work.

Teachers generally have a good level of knowledge and understanding about their subjects and the examination requirements in the subjects. They plan and prepare their work well and have clear objectives that give a precise direction to lessons. These qualities combine to ensure lessons where pupils know where they are going and what is expected of them, and their quality of learning is good. Teachers' planning is effective in taking account of the differing needs of pupils in their classes. Generally teachers set tasks where pupils of differing levels of attainment can succeed and are challenged. In mixed ability classes, teachers have a good knowledge of pupils with special educational needs and ensure that they too make good progress in line with their peers. Teachers

routinely maintain a high level of expectation relating to the quality of pupils' work as well as their behaviour and attitudes. Teachers manage their classes very well. They are helped considerably by the very good behaviour and the positive attitudes that pupils exhibit and the very good relationships they have developed with their pupils. Teachers' use of homework is generally good. It is planned carefully and used effectively to extend the work undertaken in class.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum meets statutory requirements and overall is good. It is broad and balanced In Years 7 to 9. It is extended and enhanced in Years 10 and 11 to provide a wider experience for pupils.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. It reflects a good level of commitment towards these pupils.
Provision for pupils with English as an additional language	The school makes satisfactory provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The provision for each of the aspects, spiritual, moral, social and cultural, is very good. The personal and social education programme is effective in developing values and provides very good guidance in terms of behaviour and respect for others.
How well the school cares for its pupils	The school cares well for its pupils in a secure and safe environment. There are good arrangements in place for child protection. Procedures for assessing pupils' attainment and progress are good. Links with parents are mainly good, but a small proportion of parents feel they could be stronger.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good. He receives good support from senior staff and heads of year and subject departments. The school is well managed and there is a shared commitment among all staff to raise standards further.
How well the governors fulfil their responsibilities	Governors are effective in the management of their responsibilities and fulfil them well. They have a good level of knowledge of the school's strengths and the areas needing further development. They are supportive and make a good contribution to the direction the school takes.
The school's evaluation of its performance	The school's evaluation of its performance is good. An increasingly rigorous approach is taken to monitoring standards of teaching and learning. Accurate information is collected about the performance of pupils and is used effectively to set challenging targets to improve standards of work and examination results.

The strategic use of resources	The school has clear and appropriate priorities. Very careful financial planning supports them. The principles of best value are applied prudently and the school's use of its resources is good.
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## 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 high expectations of the school.</li><li>• The progress pupils make.</li><li>• The high level of good teaching.</li><li>• The good opportunities for personal development of pupils.</li><li>• The good management of the school.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li><li>• Information about progress.</li><li>• Closer links with parents.</li></ul>

The inspection team agrees with the positive views of the parents. The team found that the school offers a good range of activities to extend and enhance the curriculum. The school works hard to promote links with parents within the resources it has available and reports to parents are sufficiently frequent and detailed.

## **PART B: COMMENTARY**

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

**Good leadership from the headteacher gives a clear educational direction to the school's work, in line with the school's mission statement.**

1. The headteacher leads by example in teaching, in administration and in routine management and organisation. He enjoys the support of a hardworking staff who share a commitment to raising standards further. In this small school, more than half of the teachers carry specific responsibilities and a number of teachers who lead departments have additional roles to fulfil, for example as heads of year. Members of the senior management team also combine a number of areas of responsibility with a significant amount of teaching. The teaching staff still manage to keep abreast of change and to monitor and evaluate their work carefully. Heads of year and heads of department are effective in leading and ensuring the maintenance of the high standards the school achieves.
2. The clear mission statement lies at the heart of the school's work. It informs and guides planning and teaching and the headteacher and senior staff ensure that it gives a direction to much of the work of the school that takes place outside immediate lesson time, for example in working for charity and supporting the local community. The governing body plays a significant role in shaping the school's work. Governors have a strong commitment to the work of the school and demonstrate a good knowledge of the school's strengths and areas where further improvement can take place. They are effective in contributing to the construction of the school development plan and see this as an area for further involvement. The plan is a very good working document with priorities that are appropriate to the school. It is carefully costed, taking full account of the tight financial constraints within which the school's budget has to work. The governors, parents, staff and pupils are most effective in raising additional funds to support the school's financial allocations. This augments the school's resources and has a positive impact on standards.
3. The school's self-evaluation procedures are good and an improving feature. They are directly linked to raising standards further. The school works hard to identify and address under-achievement and with a good level of success. The gap between the performance in public examinations of boys and girls is an area of concern to the school. Since the last inspection, a number of initiatives have been undertaken to raise boys' levels of attainment. These have concentrated on trying different teaching approaches and interventions such as single gender groupings. The school has not yet solved the issue and success in some areas is countered by lack of success in others. It is a mark of the self-evaluating nature of the school that they maintain the raising of boys' attainment as a high priority and continue to explore and evaluate different approaches to the issue. Similarly the school identified as an issue the relatively small proportion of A\* and A grades gained in GCSE examinations. Close target setting and additional teaching has raised the proportion to the national average in A grades and the school continues to address the below average proportion of A\* grades.
4. One method the school uses to ensure that pupils of all levels of attainment make good progress is to set targets at a number of levels. This has led to some very effective practice in Years 10 and 11. Here pupils are set targets based on good information about their prior attainment. The targets are reviewed against pupils' actual performance as they approach their GCSE examinations and additional help is given to pupils where there is a gap between current performance and target. The targets are also used to inform subject departments of the results they may expect and finally the results the school as a whole may expect. The targets are

informed by very good assessment procedures that take account of internal examinations and tests, the results of Year 9 National Curriculum tests and standard tests of ability assessed by the National Foundation for Educational Research. The very good practice is being disseminated to lower years, and in science, for example, close targets are set in Years 7 to 9. There are well-advanced plans in hand to encompass all subjects throughout the age range as the school develops its information and communication technology capacity.

5. The strength of the school as a self-evaluating institution is seen in the monitoring and evaluating systems that are in place to review the quality of teaching and pupils' learning. Since the previous inspection the school has undertaken to widen its approaches to teaching and to help pupils to become more independent by taking more responsibility for their own learning. This has been successful and the overall quality of teaching and learning is good. Teachers are used to having colleagues assessing their work and the school is well prepared for the introduction of performance management, with good procedures already in place. As part of teachers' professional development, the school undertakes a good system of in-service training. The training is informed by priorities established at subject and whole-school levels and identifies clearly how further training will help individual teachers to meet such priorities. The process needs further refinement by linking the training more explicitly to improvements in pupils' standards of work. In evaluating its work at Year 7, the school has identified the need to strengthen links with the many primary schools that send pupils and has well-advanced plans in hand to improve liaison.

**The quality of teaching is good across the school and leads to good learning.**

6. The quality of teaching has improved further since the last inspection. Nearly 90 per cent of the teaching observed was good or better, and some teaching of the highest quality was seen. No unsatisfactory teaching was observed. This is having a clear impact on the quality of pupils' learning, the progress pupils make and the standards they achieve.
7. Teachers generally have a very good level of knowledge and understanding about their subjects and the examination requirements in their subjects. They plan and prepare their work well and have clear objectives that give a precise direction to lessons. These qualities combine to ensure lessons where pupils know where they are going and what is expected of them. As a result they learn well and they are successful in their examinations. For example, in a Year 10 English class studying 'Othello', pupils were required to record what Iago says, how this affects Othello and the effect on the audience. This process clearly informed preparation for a challenging assignment on how Iago manipulated Othello's feelings about Desdemona. The quality of pupils' learning as they worked in groups was very good. The class made very good progress, attaining standards well above average in their knowledge and understanding of plot and characters.
8. Teachers' planning is effective in taking account of the differing needs of pupils in their classes. Generally they set tasks where pupils of differing levels of attainment can succeed and are challenged. In mixed ability classes, teachers have a good knowledge of pupils with special educational needs and ensure that they too make good progress in line with their peers. The school has pursued a number of different initiatives to address under-achievement in boys and continues to address this as an issue, with mixed results. The school is careful to evaluate the effectiveness of initiatives taken, both in relation to boys' attainment and to their attitudes. The highest attaining pupils, too, are identified and their needs are increasingly being met as teachers' awareness of the issues of teaching gifted and talented pupils is raised. There are very few pupils with English as an additional language and they make good progress in line with their peers.

9. Teachers routinely maintain a high level of expectation relating to the behaviour and attitudes of pupils as well as to the quality of their work. In a Year 11 English class, the excellent behaviour and attitudes of the pupils helped to create a climate where the teacher could adopt a very lively thought-provoking approach that challenged, then challenged further. The pace was fast and the material was demanding as the teacher expected pupils to produce work to a schedule. The result was very good progress reflected in pupils' portfolios of work on 'Macbeth', and a very enjoyable lesson.
10. Teachers manage their classes very well. Again, they are helped considerably by the very good behaviour and the positive attitudes that pupils exhibit. In a Year 9 information and communication technology lesson, pupils were required to share computers for a lengthy period. The teacher's excellent class control, aided by the pupils' very good behaviour and positive attitudes, ensured a very good level of learning was maintained and progress made. Thus, despite the lack of resources, good teaching ensured that standards were maintained.
11. Teachers and pupils enjoy positive relationships. In a crowded classroom, a Year 11 lesson in French proceeded at very good pace. The teacher was able to bring some shared humour to the situation as pupils prepared an assignment on the topic of 'A catastrophic weekend'. The question and answer session involved all; there were no hiding places. The teacher took the answers and developed them or challenged the pupils to develop them, for example in the correct use of the perfect tense. Good progress was made by all pupils present in a lesson that they clearly enjoyed and where pupils made a positive contribution to the learning that took place.
12. Teachers' use of homework is generally good. It is planned carefully and used effectively to extend the work undertaken in class. Generally it is set regularly, marked assiduously and teachers' comments help pupils to take their work further. Often the homework is set early in the lesson to emphasize its importance in pupils' learning and to ensure that pupils approach their homework with a full understanding of what is required.

**Pupils make good progress and attain high standards.**

13. The attainment of pupils when they enter the school is above average. At the end of Year 9, pupils obtained results in the Year 2000 National Curriculum tests that were well above the national average and the average of schools deemed to be similar on the basis of the proportion of pupils entitled to free school meals. In Year 2000, pupils' results in their GCSE examinations were well above the national average and the average of similar schools. The progress made by pupils from Year 10 to the completion of their GCSE studies was well above average.
14. In the Year 2000 National Curriculum tests for Year 9 pupils, the proportion of pupils reaching Level 5, Level 6 and above was well above the national average in English, mathematics and science. Similarly, the average points score for all three subjects was well above national averages. Girls' results are better than boys' in all three subjects and the gap is greater than the gap nationally. This is an issue that the school continues to address as a priority. Compared to similar schools, pupils' average points score in each of the three subjects was well above average. The trend in the school's results over the past five years was broadly in line with the national trend.
15. In the Year 2000 GCSE examinations, the average points score per pupil was well above average, and the school's trend in results was broadly in line with the national trend. The proportion of pupils gaining five or more GCSE grades A\* to C was well above average. The proportion gaining five or more grades A\* to G was above the national average as was the proportion gaining one or

more A\* to G grades. Compared to similar schools, the results were well above average overall. Girls' results were better than those of the boys and the gap between the two sets of results was wider than was the case nationally. The school set challenging targets for this group of pupils and broadly met them in each of the categories, five plus A\* to C, one plus A\* to C, and average points score per pupil. English and mathematics were among the more successful subjects. Apart from the results in physics, science results were also among the most successful.

16. The standards of work seen in the inspection reflected the results gained by pupils in recent public examinations. Overall, pupils achieve well in relation to their prior attainment. They make good progress from Year 7 and this is marked by the results they gain in the Year 9 National Curriculum tests. Their good rate of progress is maintained through Years 10 and 11, marked by results at GCSE that are higher than may be predicted from their Year 9 results. The effective manner in which the school has developed accurate and increasingly precise targets for pupils in Years 10 and 11 has been significant in raising attainment. Pupils receive good quality guidance about their potential and their performance and the process has helped to identify and reduce under-achievement. The information is accurate and pupils appreciate the challenges that are set for them and the guidance given in a well-developed mentoring system. Pupils' achievements and their good progress throughout the school indicate that the school is not complacent about its good results, but is concerned to improve further.
  
17. The school makes good provision for pupils with special educational needs. They make good progress, commensurate with that of their peers, and attain good standards in relation to their prior attainment. The quality of provision has improved significantly since the previous inspection. The special educational needs co-ordinator provides good leadership and the administration in this area is good. A feature of the provision is the good quality assessment of the pupils' needs and follow-up work to meet those needs. The testing is undertaken regularly and accurately and forms the basis of challenging, but realistic, targets for improvement. Individual education plans are drawn up for pupils that enable teachers across all subjects to make a positive contribution to meeting the diverse needs of different pupils. The quality of these plans is sound. The range of provision includes a substantial and significant amount of support for pupils with statements while they take part in lessons on a normal timetable. On occasion, pupils are withdrawn from lessons for specialist additional help, but these sessions are kept to a minimum to ensure that pupils retain access to a full and balanced curriculum. In the best lessons, teachers are very effective in their planning to ensure that pupils with special educational needs are challenged and have work tasks that are suitable for their level of attainment. The positive effects of good planning that meet the needs of pupils accurately were observed in the teaching of a class of lower attaining Year 7 pupils in history. A variety of activities kept the pupils' interest after a lively question and answer session had reinforced the work of the previous lesson. This process laid the platform for a consideration of the reliability of different historical sources when considering the character of King John. The activities the teacher produced offered a degree of challenge so that all pupils were interested and enjoyed success. All pupils made good progress and those with special educational needs were helped in this process by the planned, positive contribution from the classroom support assistant. By the time pupils with special educational needs reach Year 11, they benefit from their continued progress and they succeed well in their GCSE examinations.
  
18. The highest attainers in school receive good provision and make good progress. The school noted as a priority the need to meet the challenges of ensuring that this group of pupils reach their potential. It is indicative of the school's approach to self-evaluation that they recognise that, while good progress has been made, there is some way to go. At present the school has improved the performance of pupils to the point where in the Year 2000 GCSE results, the school was in line with the national average for pupils gaining A grades. However, it was still below in terms of the



proportion gaining A\* grades. Initiatives have been put in place to improve further the provision for gifted and talented pupils, both in terms of extra-curricular activities and lesson-time provision. These pupils have been identified throughout the school, and teachers' awareness of their different needs has been raised. There is now some good practice, for example in mathematics and art where teaching focuses on their needs. This good practice needs to be disseminated across the curriculum and this represents the next stage in the school's planning to accommodate its gifted and talented pupils.

19. Standards of literacy are well above average. Pupils make good progress throughout the age range. The accuracy of punctuation and spelling is good. Pupils make good progress in writing extended essays. They explain their judgements with clarity. Reading standards are well above average. Pupils read fluently and write using good expression. Since the previous inspection, the school has set up an effective whole-school approach to improving pupils' skills in literacy. Promoting learning of subject-specific terminology is a particular strength, as is the support for organising well-planned writing.

**The school makes very good provision for the personal development of pupils.**

20. The Christian ethos of the school, affirmed in the mission statement, is reflected closely in the arrangements made to provide an education that includes due emphasis on pupils' personal development. As a result, teachers in all subjects plan how they may contribute to all aspects of pupils' development, including in the areas of spiritual, moral, social and cultural development. The planning ensures a formal input and this is effective in promoting development in these areas. The provision is supplemented by a good personal and social education programme, which addresses many of the issues that confront pupils as they mature. Over and above these formal inputs, the school maintains an ethos that is characterised by high expectations regarding pupils' behaviour and their attitudes to work and the general life of the school. The approach taken whereby form teachers mainly stay with their classes from Year 7 to Year 11 helps to promote positive relationships between teachers and pupils and amongst pupils themselves. Pupils are given very good opportunities to take responsibility and they respond well to these opportunities.
21. A great deal of work continues outside the formal curriculum and in the community to provide opportunities for pupils to mature and learn, for example in involvement with charity work, residential experiences and educational visits. Pupils like school and commit themselves to the work of the school. The provisions made, both formal and informal, combine to have a positive impact upon standards, learning and behaviour. Pupils' behaviour in and around the school is very good. In many lessons, behaviour is excellent. As a result, the quality of pupils' learning is high and they benefit from the increased independence that they are given as they take responsibility for their own learning.

**The school provides a well-balanced curriculum. It enhances and extends the curriculum well for pupils in Years 10 and 11.**

22. The school offers a broad and balanced curriculum to all pupils. From Years 7 to 9, pupils receive a good and varied range of activities as they follow a common curriculum. The curriculum in Years 10 and 11 gives pupils a good selection of GCSE courses with pupils' choices being largely met. The school successfully overcomes the constraints of its smaller than average size and restricted resources to offer an enriched curriculum. It includes separate sciences, drama, media studies, two modern foreign languages, a choice of four elements of design and technology, units of a vocational course in health and social studies and a key skills course. The formal curriculum

is extended and enhanced by a range of extra-curricular activities across a number of areas including the arts and sport as well as other clubs such as computer and homework clubs. Overall, pupils benefit from the rich experience offered to them.

## **WHAT COULD BE IMPROVED**

### **Better provision should be made for the development of pupils' skills in information and communication technology.**

23. The provision of computers is well below the national average. As a result, classes of up to 30 pupils are required to share 11 computers during timetabled lessons. The very good behaviour and positive attitudes of pupils make it possible for teachers to manage these situations and still ensure that pupils make satisfactory progress and attain satisfactory standards. However, too many pupils are sharing too few computers and the quality of learning is adversely affected. The school needs to find ways of improving the pupil to computer ratio during timetabled periods.
24. The school does not monitor sufficiently closely the pupils' experience of working with computers in all subjects during Years 10 and 11. At present not enough is known about the breadth of the work undertaken by pupils to be assured that the programmes of study in information and communication technology are fully covered.

### **The development of pupils' numeracy skills**

25. Pupils' levels of skill in numeracy are, overall in line with the average, but lower than literacy skills. The school has started to address this issue and has adopted a numeracy policy, ready for implementation on being ratified by the governors. The development of numeracy skills is not embedded in the school's practice, but a number of departments do make a positive contribution to developing these skills and there is some good practice. Some aspects of numeracy are well developed and in dealing with the everyday demands of numeracy, pupils' levels of competence are above expectations. For example, pupils cope well and use formulae accurately in science and use calculators accurately in mathematics. In an English lesson, pupils used graphs well to plot the rise and fall of Macbeth and in information and communication technology, pupils organise data to incorporate into a spreadsheet to examine pulse rate changes in response to exercise. Thus, pupils generally make good sense of information presented numerically and graphically and handle statistical information in everyday contexts well.
26. A significant weakness is that pupils do not have enough opportunities to develop their skills in dealing with number and measurement orally, although there are enough opportunities for developing mental and written skills. Pupils need to be taught how and when calculators should be used most appropriately. In addition, pupils' spatial skills are not sufficiently developed to improve their understanding of three-dimensional work.
27. The school's numeracy strategy is not yet well enough developed to ensure consistency in terms of the contributions made by all subjects. It also needs to formally evaluate the impact of improved provision upon raising pupils' attainment.

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

28. The headteacher, staff and governors should:

### Make better provision for the teaching of information and communication technology by:

- reviewing the arrangements currently used to organise teaching groups;
- investigating the use of additional funding to increase the number of computers available.

(paragraphs 23-24)

### Improve pupils' skills in numeracy by:

- developing the school's numeracy strategy to ensure a greater consistency in terms of the contributions made by all subjects;
- improving pupils' skills in handling number and measurement orally to match their abilities to do so mentally and in the written form;
- teaching pupils how and when calculators should be used most appropriately;
- paying more attention to developing pupils' spatial skills and increasing their understanding of three-dimensional work.

(paragraphs 25-27)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	27

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	39	42	13	0	0	0

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

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

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	645	N/A
Number of full-time pupils known to be eligible for free school meals	29	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	10	
Number of pupils on the school's special educational needs register	81	

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

### *Attendance*

#### Authorised absence

	%
School data	6.1
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.4

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 3*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	58	69	127

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	47	54	50
	Girls	63	57	57
	Total	110	111	107
Percentage of pupils at NC level 5 or above	School	86 (86)	86 (81)	85 (77)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	51 (41)	55 (50)	52 (41)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	37	54	55
	Girls	58	56	60
	Total	95	110	115
Percentage of pupils at NC level 5 or above	School	75 (86)	86 (78)	90 (78)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	47 (47)	53 (52)	60 (39)
	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***

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	55	65	120

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	30	53	53
	Girls	47	64	64
	Total	77	117	117
Percentage of pupils achieving the standard specified	School	65 (69)	97.5 (99)	97.5 (99)
	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	46.4 (48)
	National	38.4 (38)

*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	16	58
	National		N/A

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	5
White	623
Any other minority ethnic group	12

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

	Fixed period	Permanent
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	15	0
Other minority ethnic groups	1	0

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

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

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

Total number of qualified teachers (FTE)	35.6
Number of pupils per qualified teacher	18.1

*FTE means full-time equivalent.*

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

Total number of education support staff	10
Total aggregate hours worked per week	178

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

Percentage of time teachers spend in contact with classes	76.5
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	25.1
Key Stage 4	21.2
Overall	23.4

### ***Financial information***

Financial year	1999/2000
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Total income	1419453
Total expenditure	1411135
Expenditure per pupil	2209
Balance brought forward from previous year	-6536
Balance carried forward to next year	1782

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

### **Questionnaire return rate**

Number of questionnaires sent out	640
Number of questionnaires returned	331

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	6	2	0
My child is making good progress in school.	46	51	2	0	2
Behaviour in the school is good.	31	59	6	1	3
My child gets the right amount of work to do at home.	25	59	11	3	2
The teaching is good.	30	63	3	0	4
I am kept well informed about how my child is getting on.	26	60	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	41	6	1	0
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	31	53	13	1	2
The school is well led and managed.	37	53	5	0	3
The school is helping my child become mature and responsible.	44	50	4	0	2
The school provides an interesting range of activities outside lessons.	28	49	13	3	7