

INSPECTION REPORT

HEATHFIELD COMMUNITY SCHOOL

Monkton Heathfield

LEA area: Somerset

Unique reference number: 123883

Headteacher: Mr E Furneaux

Reporting inspector: Mr N A Pett
17331

Dates of inspection: 8th – 10th May 2001

Inspection number: 187970

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 students:	11-16
Gender of students:	Mixed
School address:	School Road Monkton Heathfield Taunton Somerset
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Davison
Date of previous inspection:	April 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	
Students' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 12
WHAT COULD BE IMPROVED	12 - 13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This comprehensive community school, which holds specialist arts status, is situated in the village of Monkton Heathfield, on the outskirts of the market town of Taunton. The Tacchi-Morris arts centre forms part of the accommodation. Students come from the village, parts of Taunton and many surrounding villages and there are 1068 boys and girls on roll aged between 11 and 16. It is the same size as the average secondary school nationally. Students come from the full range of socio-economic backgrounds. The number of students eligible for free school meals is in line with the national average. Their ethnic heritage is mainly white European and the percentage of students not having English as their first language is low in comparison with the national average. About a quarter of the students are identified as having special educational needs and 32 hold statements to address their specific needs. These numbers are above the national average. Attainment on entry reflects the full range of prior attainment. The school aims to provide for the needs of all of its students and to develop their personal skills, confidence and academic potential, recognising and valuing their personal and academic achievements.

HOW GOOD THE SCHOOL IS

This school has a very distinctive ethos, with many outstanding strengths. It achieves its aims through the very high expectations it has of its students, the exceptional quality of the education it provides and the commitment it makes to all students. Students' progress is very good and standards in National Curriculum tests and public examinations are above average. Teaching is, overall, of a very good standard. The school is exceptionally well led and managed and gives very good value for money.

What the school does well

- Achieves high standards in students' work.
- Achieves very high standards in students' behaviour, attitudes, values and personal development, which leads to its distinctive ethos.
- Makes outstanding provision for the arts and the work-related curriculum.
- Teaches effectively to promote the very good progress of the large majority of students.
- There is strong and effective leadership, which promotes the high standards.

What could be improved

The school has recognised and has plans to further improve:

- the overall provision in science;
- the setting of homework;
- the opportunities for students to reflect on their experiences in tutorial time and in assemblies;
- the quality of some accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The overall improvement has been very good. The key issues have been very well addressed. The recently opened Tacchi-Morris centre provides an excellent facility for the performing arts. The curriculum has been significantly enriched through this facility, the many good links with the business community and the wide range of extra-curricular activities. Standards have been consistently maintained. Expectations are very high and the school has the potential for even further improvement.

STANDARDS

The table shows the standards achieved by 16 year olds based on GCSE examination results.

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

The table shows that the standards achieved in the last 3 years were consistently above the national average. The trend for improvement is very similar to the national trend. Year 2000 GCSE results were above the national average in comparison with all schools and similar schools. Targets for the percentage of students reaching the national levels have been met, and a scrutiny of students' work shows that standards for the large majority of students reflect these results. Students make very good progress overall, and the majority of students, including those with special educational needs, achieve very well. Results in the National Curriculum tests at the end of Key Stage 3, when students are aged fourteen, are consistently above the national average and show that students make good progress in this key stage. Most students' results show that there is good added value as they pass through the school.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most students have very good attitudes. They are proud of their school, work very hard and care for resources very well.
Behaviour, in and out of classrooms	The behaviour of most students is very good at all times. They understand the difference between right and wrong.
Personal development and relationships	Students willingly take responsibility and show initiative. They collaborate well and have exceptionally good relationships with teachers and each other.
Attendance	Good. Both authorised and unauthorised absences for the last year were better than the average for secondary schools nationally.

The students' positive attitudes, very good behaviour and the strength of relationships in the school contribute extensively to the working and achieving ethos. There is equality of opportunity and very good inclusion. Most students respond very well to the high expectations made of them. They enjoy school, appreciating and taking advantage of the opportunities provided. Many make good contributions to the overall life of the school.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged 16-18 years
Lessons seen overall	Very 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 has been improved since the previous inspection and is a significant strength of the school. It is nearly always at least satisfactory, is at least good in 88 per cent of lessons

inspected, being very good in 51 per cent of lessons and, occasionally, excellent. The teaching of English and mathematics is good, with some very good lessons. Teaching in science is overall satisfactory. Teaching of literacy and numeracy across other subjects is usually very good. The teaching has a positive impact on students' learning and leads to the very good progress they make and the subsequent standards. In the best lessons, teachers inspire their students. Work set meets the differing needs of the students. Students with special educational needs are supported very well through the effective partnership between teachers and learning support staff. The very large majority of teachers have high expectations, providing a stimulating challenge to their students, to which they willingly respond. The scrutiny of students' work shows there is a good standard in teaching throughout the year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very good breadth and balance. Provision for the arts and work-related learning are very good.
Provision for students with special educational needs	Provision is very good. Work is well matched to meet the differing needs of students, including the gifted and talented.
Provision for students with English as an additional language	Good. The minority of students make good progress and they achieve good standards.
Provision for students' personal, including spiritual, moral, social and cultural development	Very good provision is made for all aspects of students' personal development. A particular strength is the provision for their moral, social and cultural development.
How well the school cares for its students	The overall care is very good and is a significant strength of the school.

The curriculum provides effectively for the needs of the students, including those who are gifted and talented. Whilst the opportunities for students' personal development are very good, overall, even further improvement can be made in developing the provision for their spiritual development, and there are insufficient opportunities for reflection. Requirements for a daily act of collective worship are not met. There is a very distinctive partnership with parents. Links with the community are very good. It provides a wide range of resources to support the curriculum. There is an extensive community education programme.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management are outstanding, giving very clear direction for the school.
How well the governors fulfil their responsibilities	Governors provide very good support. They work very effectively to fulfil their statutory duties.
The school's evaluation of its performance	Very good. Analysis of test results is carried out and used to set targets for individual students and for the school as a whole.
The strategic use of resources	Staffing, accommodation, finances and links with the community are all very well used. The school gives very good value for money.

The high expectations and efficient leadership and management are enabling the school to maintain its standards and enhance the opportunities for its students. There is a very good partnership between the headteacher and senior staff and most staff with management responsibilities are operating effectively. Governors have a very good professional partnership with the staff. Whilst there have been improvements in the accommodation, a minority of lessons have to be taught in non-specialist accommodation, which has an adverse effect on the teaching and standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations. • The standards achieved and the progress being made by their children. • The good standards of behaviour. • How well the school cares for its students. • The good attitudes, values and beliefs being promoted and achieved by the school. • The good quality of teaching. • Very good extra-curricular activities. • The school works closely with parents and is very approachable. • The very good leadership and management. • Their children like school. 	<ul style="list-style-type: none"> • Consistency in the setting and marking of homework. • The quality of accommodation including access for students with physical disability.

Inspectors firmly agree with all of the points that please parents most. Evidence from a scrutiny of students' work and from talking with students clearly indicated that homework is set, although there is some inconsistency in the regularity of work and in the marking. Inspectors agree that there are shortcomings in the accommodation.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards in students' work at all key stages.

1. The attainment of the majority of students on entry, as shown by their results at the end of Key Stage 2 when they are aged eleven, reflects the full spectrum of prior attainment. About a half of the intake have standards that are broadly in line with the expectations for their age. A significant minority of students are of high prior attainment but a quarter of the students currently on roll are identified as having special educational needs.
2. The standards achieved in the National Curriculum tests at the end of Key Stage 3, when students are aged fourteen, have been consistently in line with the national average for the last three years. In year 2000, results for the proportion of students who gained the expected levels for their ages were above average in English, in line in science and below average in mathematics. The proportion that achieved the higher levels was above average in English, and close to the national average in mathematics and science. The overall average points score in all core subjects exceeded the national average. In comparison with similar schools, the results achieved in the tests were above average in English but below average in mathematics and science. At the higher levels, results were above average in English, close to the average in science and below in mathematics. The targets being set for the school are being achieved at the expected level and the trend for improvement is at least in line with the national trend. The overall level of attainment at age 14 shows that many students make very good progress between Years 7 and 9 and that the school adds value to their performance. There are slight variations from year to year which reflect the difference in student cohorts.
3. In the 2000 GCSE examinations, the percentages of students who achieved five or more grades at A*-C and A*-G were above the national average. Results are improving in line with the national trend. The average points score per student was also above the national average. These results overall were above average in comparison with those in similar schools and at the proportion gaining five A*-C grades was well above average. The results achieved in English, mathematics, art, design and technology, drama, history and physical education were significantly better than the national average. It is significant that the results achieved by the end of Year 11 in these public examinations show the progress made by many students and the added value to their performance. Many achieve much better than would be expected. This is a strength of this comprehensive school.
4. From a scrutiny of students' work, which concentrated on the core subjects but also took into account work across all subjects, the standards being achieved reflect the public examination results of previous years. Good levels of continuity and progression are evident in the students' work. Standards are always at least in line with national expectations and for a significant proportion of students are above this level. The best writing is often very mature and perceptive. The students display good levels of general knowledge in their subjects and can recall knowledge and apply it in their work. They make very good progress. These overall standards are a significant and consistent strength of the school.

Achieves very high standards in students' behaviour, attitudes, values and personal development, which leads to its distinctive ethos.

5. There is a very distinctive ethos, which reflects the commitment of the staff and students and their very good relationships. In all activities seen during the inspection and from discussions with students, staff and parents, the high standards being achieved in students' behaviour, attitudes and values are clearly apparent. Parents strongly endorse the way that the school enables their children to mature and achieve.
6. Students enjoy coming to school. They are proud of their achievements and most have high aspirations. The overall quality of students' behaviour is very good. In classes and around the school the large majority of students are well behaved, although a small minority do not respond well to the high expectations set. They behave well in corridors, in the limited dining

area and outside the school at the end of the day. In lessons, the majority of students have positive attitudes to learning. They generally work willingly with enthusiasm and perseverance. Their attendance is good, supporting the continuity of their learning. There are no substantial amounts of litter and no graffiti. The school and students report that there is very little bullying. There have been no permanent exclusions over the last three years. Students display a very high level of respect, which is shown in the manner in which they applaud success, care for their environment and accept differing values and beliefs. The students treated the inspection team with great courtesy.

7. Provision for the students' moral, social and cultural development is very good and it is satisfactory for their spiritual development. Students respond very well to this provision. Limited space precludes a whole school assembly and thus students attend year group assemblies each week. Themes cover a good range of appropriate issues. For example, good opportunities are taken to raise students' awareness of the difficulties that students face in poorer countries. Assemblies also raise issues about life and work in the school. When students are not attending an assembly they meet in registration groups but these do not include an act of collective worship. The quality of such sessions is inconsistent and there is insufficient reflection on the deeper issues of life. Opportunities are taken up, for example, in discussions of aspects of literature in English lessons and, through the consideration of ethical, religious and moral issues in religious education, history and geography, but there is insufficient time given for students' spiritual development to further enhance the development of their values and beliefs or a sense of awe and wonder.
8. The provision for moral development is very good, enhanced by the clear rules that the school has in place. Students understand the difference between right and wrong. The last inspection report commented that the school was a very moral place; this judgement still stands. The school is open to students throughout the day, showing the high levels of trust placed in them. The structure of many lessons gives students the opportunities to develop the self-discipline required for independent learning. Moral development is well supported in a wide range of subjects where issues relating to prejudice, honesty, choice and responsibility are covered, and in the personal, health and social education programme. Students support a wide variety of charities of their own choice, promoting their concern for others less fortunate than themselves. Overall, effective structures exist to promote good standards of behaviour, attitudes and personal development, which make a significant contribution to the academic standards being achieved.
9. Social development is very good. Most students relate very well to their teachers and to each other in lessons and around the school. Opportunities taken in lessons for group work are very well controlled and students listen well to each other. Students respond well to opportunities to exercise responsibility. For example, they conduct visitors around the school and take the initiative in lessons and in relationships. They take advantage of the very good extra-curricular opportunities, which provide them with many opportunities to mix socially and work together across the age range. Such activities includes music, both orchestra and choirs, dance, drama, and art. There is a full range of sports and the students achieve very well in competitive fixtures. A wide range of educational journeys are undertaken, both within the United Kingdom, other European countries and also to North America. Most noteworthy are the opportunities for Year 10 and 11 students within the local business community for work experience and the work-related curriculum, which are a strength of the school, having achieved national recognition. These activities enrich the curriculum and provide the students with many opportunities for their academic and personal development. Overall, there is good equality of opportunity. Culturally, students are provided with a wide range of activities, not least through the Tacchi-Morris Centre for the arts. They also have visits to theatres, art galleries, museums and historical sites. Their awareness of aspects of their local society is well developed and there is a good range of opportunities taken within the curriculum to broaden their multi-cultural awareness.
10. The good quality assessment procedures enable the staff to know how well students are progressing in their work and in their personal development. Students are very well cared for and this care is a strength of the school. Health and safety arrangements are generally good and, in most lessons, risk assessments are carried out. Arrangements for child protection are effective and there are good links with outside agencies. Staff act upon concerns which they

identify and are very aware of students who may be having problems. Students feel exceptionally able to approach the headteacher. Standards are promoted through an effective reward system and prizes are awarded. The school has an ethos of fair play.

11. The benefits of the overall positive learning opportunities, the encouragement of achievement and the personal development of the students lead many to continue their education. At the end of the last academic year, 68 per cent of students in Year 11 chose to continue in education, 23 per cent went into training courses and one per cent went directly to employment.

Makes outstanding provision for the arts and work-related curriculum.

12. As a part of the Specialist Arts Status that the school holds, all students in Years 7-9 take performing arts courses with elements of drama, dance and music. In Years 10 and 11, students take at least one arts course. Standards in these subjects are very high and consistently well above national expectations. The opening of the Tacchi-Morris Arts Centre has provided an exceptional resource. The centre comprises facilities for music making, including music technology, film work, a fully operational theatre and social areas. The centre is used to great advantage during the school day for a wide range of expressive arts work, as well as extra-curricular opportunities. The wider community education programme also makes very good use of this facility for their classes and performances.
13. It enables students of all abilities and aptitudes to develop not only their academic standards in the appropriate subjects, but also adds extensively to their personal skills and self-esteem. For example, the presentations by students in Year 7 in an assembly covered a wide range of mime, drama, singing, music making and poetry. All the presentations were given to a very high standard and were instantly applauded, thus making a significant contribution to the life of the school and its ethos of fair play and support. Many students who experience difficulty in their learning find that they can develop other skills, which then give them the confidence to work harder in all that they undertake. This was illustrated by students in Year 11 taking their final examinations in the expressive arts. A significant minority of these students have benefited in many ways and remained in education, rather than becoming disaffected and avoiding school.
14. The significant opportunity in Years 10 and 11 for alternative courses is also very beneficial. The school's 'blue route way' enables students who experience learning difficulties or who may become disaffected with education to undertake appropriate placements along with a balance of subject-based courses. The local business community plays a major role in this provision and many national and local companies play their full part in this innovative curriculum. Students and parents express their full support for these curriculum opportunities.

Teaches very effectively to promote the very good progress of the large majority of students.

15. Overall teaching is very good and a significant strength of the school. The quality of teaching has improved since the previous inspection. In the sample of lessons observed, teaching was at least satisfactory in 97 per cent of lessons, at least good in 88 per cent of lessons inspected, very good in 46 per cent of lessons, and excellent in 5 per cent. There is consistently good teaching, although, from inspection evidence, teaching is slightly stronger in Years 7-9 than in Years 10 and 11. The scrutiny of students' work shows there is a high standard in teaching throughout the year. The teaching has a positive impact on students' learning and leads to their very good progress and standards. The very large majority of teachers have high expectations, providing a stimulating challenge to their students, to which they willingly respond.
16. In the best lessons, teachers inspire their students, a reflection of the teachers' commitment, their high expectations, teaching strategies and their knowledge. For example, in a Year 7 music lesson, students achieved above-average standards in their compositions based on 'Pictures at an exhibition'. In drama lessons, students used improvisation exceptionally well, following the clear example given by their teacher. Good use is made of information and communication technology resources with many programs and techniques being accessed by the students. For

example, in geography, students accessed the Internet and websites to develop their understanding of tectonic plates in relation to earthquakes and volcanoes. In a Year 11 English lesson, the teacher's subject expertise and enthusiasm were very influential in developing the students' creative and descriptive writing skills whilst studying the work of Steinbeck. A Year 11 science revision lesson contained good questioning techniques which supported the confidence of the students as they drew on their knowledge and understanding. Gifted and talented students are identified, as well as students with special educational needs, and both are supported very well. Work meets the differing needs of these students. There is an effective partnership between teachers and learning support staff, as seen in a mathematics lesson where a significant number of students with special educational needs made very good progress through work well matched to their knowledge, understanding and skills.

17. Lessons are generally very well planned. Teachers are clear about their learning objectives and share them with their students. In the best lessons, very good use is made of time and the lessons are conducted at a brisk pace. Relationships and class management are good overall and it is the quality of relationships which has a marked effect on the learning process. These qualities were seen in a history lesson with Year 8 students and in a Year 7 physical education lesson. Students feel confident to ask for explanations but play their full part in question and answer sessions, as seen in Year 11 revision lessons in several subjects and in personal and social education lessons. Teachers make very good use of resources, for example, in a modern foreign languages lesson where the use of audio-visual equipment effectively supported students' learning, and in lessons in the expressive arts. In the majority of lessons, teachers spend time checking for the levels of understanding. The best lessons have really good summary sessions, which enable teachers to assess the levels of learning, for example, in a music lesson in Year 7 and in a mathematics lesson in Year 10. Marking is sound but with some inconsistency. Where it is excellent, as in some mathematics and English books, there are very detailed comments which show students how to improve their work, or acknowledge their achievement. Good use is made of assessment in the setting of appropriate work. Homework is used well to extend students' learning, but there is room for improvement.
18. The teaching of English, and mathematics is predominantly very good and promotes the good learning and standards. Teaching in science is satisfactory overall, with a small element of unsatisfactory teaching. The teaching of literacy and numeracy is very good through the support it receives in other subjects. For example, in many subject rooms there are good displays of key words which are well used throughout the lessons and the quality of marking often addresses weaknesses in basic literacy skills. Good use is also made of opportunities to discuss issues, thus contributing to the improvement of pupils' speaking and listening standards. In science, design and technology and geography, good use is made of numeracy in measurements, statistics and graphs to further develop students' skills. The use of information and communication technology is developing very well, although access to computers can be difficult for classes taught in the temporary classrooms.
19. Overall, the quality of teaching enables students to make very good progress, not only in the subjects taught, but also in their overall attitudes towards learning and in personal responsibility for their work.

There is strong and effective leadership, which promotes the high standards.

20. The exceptional partnership between the headteacher, his senior colleagues and the governing body is a significant factor in the success of the school. The headteacher provides very clear direction, and the school's aims, which are clearly shared by all members of the school community, are very well met in relation to both the personal and academic standards achieved by the students. He is totally committed and plays a distinctive role in the life of the school. His commitment and recognition of achievement are appreciated and the response of the staff and students is very good. The headteacher and senior staff strongly promote the positive ethos of the school to achieve excellence in all that is undertaken. They are well supported by the teaching staff.
21. Staff, governors, students and parents have great confidence in the headteacher's leadership and the school is most efficiently managed. There is good delegation and the overall skills of

the senior management team are very well used. The management within departments, and of staff who hold whole school responsibilities, for example, pastoral care, is generally most effective. Strategies for monitoring and evaluation are very good. Management is rigorous and effective and effectively promotes the high standards which are being achieved. The emphasis is jointly on students' personal and academic standards and students respond very well. There is an effective balance to ensure that the students are appropriately prepared for the next stage of their education and for their role in society.

22. The governing body have a significant role in the overall partnership of management and leadership. They are very supportive of the school and display a very professional stance, fully utilising their wide range of skills. They are well aware of the school's strengths and weaknesses. Strategic planning is good and governors are fully involved with senior staff in the planning process. Planning is based on the very detailed analysis of examination and test performance to set challenging targets for both the academic and personal development of the students. Targets are being met. There is very good involvement of middle managers in the planning process and their role in monitoring and evaluation is well developed and effectively supported by the senior staff.
23. The school has addressed virtually all of the key issues from the last inspection in 1996 and improvement has been very good overall. Results at the end of both key stages show improvement. The quality of teaching has improved. The review of procedures for assessment has enabled the school to resolve this key issue. Curriculum arrangements have been very well developed. Only the requirements for a daily act of collective worship have been inadequately addressed. The management still recognises that there is the potential for even further improvement, a view that is endorsed by inspection evidence.

WHAT COULD BE IMPROVED

The overall provision in science.

24. Inspection evidence, and school analysis, shows that there is inconsistency in the overall quality of teaching in science. During the inspection, the quality was unsatisfactory in a minority of lessons, leading to students underachieving. In these lessons, planning was inadequate, teachers often talked for too long and the objectives were insufficiently clear to the students. This led to a minority of students losing their concentration or finding the work too easy. A scrutiny of students' work shows a significant difference between classes in the standards being achieved, in setting work which meets the differing needs of the students and in the overall quality of marking. This indicates that the monitoring and evaluation in this subject lacks sufficient rigour and strategic direction.

The setting of homework.

25. Strategies to improve homework have been put in place this academic year and are beginning to have a positive impact. From the scrutiny of students' work, discussions with students and their parents, and with heads of department, there has not been a consistent improvement. The school recognises that further monitoring and evaluation is necessary to ensure that homework is consistently set, is appropriate and provides opportunities to extend students' learning. Homework is not always adequately marked to show how it might be improved and, on occasions, is not marked at all or by a cursory tick.

The opportunities for students to experience time for reflection within the tutorial structure and when they have assemblies.

26. The opportunities for the students' spiritual development are satisfactory. Opportunities occur in a wide range of subjects and whole-school activities, but because there is no effective planning to ensure that opportunities are recognised, the provision for spiritual development suffers. This concern is compounded as the statutory requirements for a daily act of collective worship are not met and progress towards this issue has been unsatisfactory. There are no sufficient big spaces to assemble large sections of the student body at any one time. The small number of assemblies that were observed were of good quality in relation to moral, social and cultural themes, but did

not include opportunities for reflection. No alternative provision is regularly made, for example, in tutor time, for students to address this shortcoming and to extend the opportunities for reflection. In too many tutorial sessions, time is not used appropriately.

The quality of some accommodation.

27. There have been significant developments in the overall quality of the accommodation in recent years as evidenced by the Tacchi-Morris Arts Centre and the music and mathematics teaching areas. Nevertheless, there is a large number of temporary classrooms spread out across the site and this leads to some difficulties. For example, in inclement weather students and staff have to walk considerable distances between these rooms and to transport relevant resources. They become wet and in some areas the walkways become muddy. Between the classrooms, paths are broken and dangerous and constitute a health and safety hazard. Most importantly, lessons have to be taught in non-specialist accommodation, particularly in science because there are insufficient laboratories, and in design and technology. This has an adverse effect on teaching and thus on students' standards. Access for students with physical disability are sound, although there are areas of the school where access is very difficult. Teachers and pupils must be given credit for the way in which they cope with these situations and the rooms are very well maintained and respected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to ensure that:

- i. the management and monitoring of science are improved to address the consistency of teaching and eliminate the element of underachievement;
(paragraph 24)
- ii. the arrangements for homework are consistently implemented;
(paragraph 25)
- iii. the opportunities for students' spiritual development are improved by:
 - better use of tutorial time for students to reflect on issues and values initiated by the 'thought for the day'; and
 - meeting the statutory requirements for a daily act of collective worship;(paragraph 26)
- iv. the quality of the accommodation is improved in order to eliminate the need to teach subjects in non-specialist bases, for example, temporary classrooms, and access for physically disabled students.
(paragraph 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	46	37	9	3	0	0

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

Information about the school's students

Students on the school's roll	Y7 - Y11	Sixth form
Number of students on the school's roll	1068	N/A
Number of full-time students eligible for free school meals	105	

Special educational needs	Y7 - Y11	Sixth form
Number of students with statements of special educational needs	32	N/A
Number of students on the school's special educational needs register	252	N/A

English as an additional language	No of students
Number of students with English as an additional language	6

Pupil mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	30
Students who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.2
National comparative data	7.7

Unauthorised absence

	%
School data	0.7
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 students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
		2000	85	116

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	51	59	56
	Girls	90	76	70
	Total	141	136	126
Percentage of students at NC level 5 or above	School	70 (66)	67 (70)	63 (62)
	National	63 (63)	65 (62)	59 (55)
Percentage of students at NC level 6 or above	School	36 (24)	38 (43)	29 (20)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	46	57	59
	Girls	84	77	80
	Total	130	134	139
Percentage of students at NC level 5 or above	School	65 (76)	67 (76)	70 (74)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC level 6 or above	School	35 (34)	30 (45)	41 (28)
	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	88	106	194

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	41	80	85
	Girls	73	103	107
	Total	114	183	192
Percentage of students achieving the standard specified	School	59 (54)	95 (95)	99 (100)
	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	42
	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 students who achieved all those they studied	School	91
	National	N/A

Ethnic background of students

	No of students
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	3
White	1062
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	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	63	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7-11

Total number of qualified teachers (FTE)	56.4
Number of students per qualified teacher	18.7

FTE means full-time equivalent.

Education support staff: Y7-11

Total number of education support staff	30
Total aggregate hours worked per week	720

Deployment of teachers: Y7-11

Percentage of time teachers spend in contact with classes	73.5
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Average teaching group size: Y7-11

Key Stage 2	N/A
Key Stage 3	26.3
Key Stage 4	21.1

Financial information

Financial year	1999/2000
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	£
Total income	2396072
Total expenditure	2415646
Expenditure per pupil	2318
Balance brought forward from previous year	72287
Balance carried forward to next year	52713

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1068
Number of questionnaires returned	269

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	51	9	1	0
My child is making good progress in school.	51	45	2	1	2
Behaviour in the school is good.	27	62	5	1	5
My child gets the right amount of work to do at home.	23	59	12	3	3
The teaching is good.	43	48	4	0	5
I am kept well informed about how my child is getting on.	41	48	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	63	32	3	2	0
The school expects my child to work hard and achieve his or her best.	67	31	1	0	1
The school works closely with parents.	39	51	5	1	3
The school is well led and managed.	57	39	1	1	2
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	45	43	3	1	8

Summary of parents' and carers' responses

Inspectors firmly agree with all of the points that please parents most. Evidence from a scrutiny of students' work and from talking with students clearly indicated that homework is set, although there is some inconsistency in the regularity of work and in the marking. Inspectors agree that there are shortcomings in the accommodation.