

# INSPECTION REPORT

## MILLAIS SCHOOL

Horsham

LEA area: West Sussex

Unique reference number: 126066

Headteacher: Mr L Nettley

Reporting inspector: Mrs S D Morgan  
1355

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

Inspection number: 188433

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11-16
Gender of pupils:	Girls
School address:	Depot Road Horsham West Sussex
Postcode:	RH13 5HR
Telephone number:	01403 254932
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Appropriate authority:	The governing body
Name of chair of governors:	Dr V Newman
Date of previous inspection:	April 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Millais School is a large comprehensive school with 1364 girls in Years 7 to 11. Since the time of the previous inspection, the school has gained specialist status as a language college and the number of pupils has risen. The school is oversubscribed. On entry to the school, the attainment of the pupils is well above average. Just over eleven percent of pupils have been identified as having special educational needs, which is below the national average. These pupils have a range of difficulties, although most relate to learning. The proportion of pupils who have statements of special educational need is below average. Pupils come from a variety of ethnic backgrounds, although most are white. The number of pupils speaking English as an additional language is a little higher than in most schools. A very small number are at an early stage of learning English. The percentage of pupils who are known to be eligible for free school meals is well below the national average. Pupils are mostly from above average socio-economic backgrounds.

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

This is a very good and effective school with some outstanding features. Pupils have excellent attitudes towards all aspects of school life. They attain high standards in academic work because of good teaching and their hard work. Pupils' behaviour and personal development are excellent. The care and support which the school provides is of high quality. The leadership and management of the headteacher and senior staff are excellent. The school provides very good value for money.

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

- Pupils attain high standards in Years 7 to 9 and very high standards in Years 10 and 11. Over the last few years, GCSE results have been in the top five percent nationally.
- Pupils have excellent attitudes towards learning, and this enables them to achieve very well.
- The school provides an excellent learning environment in which relationships are of the highest quality and pupils are given very good educational and personal support.
- The school provides pupils with an excellent range of learning opportunities, through lessons, extra-curricular activities and the provision for their personal development.
- The leadership and management of the headteacher and senior staff are excellent. They have been very effective in creating an environment in which all pupils are valued and achieve very well.

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

- No major issues were identified during the inspection. Some areas for further development that the governing body may wish to include in an action plan have been identified in the report commentary.

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

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

When the school was last inspected in 1996, it was judged to be very good. Since then the school has made very good improvement. The many strengths identified by the last inspection have been maintained or built upon further. Examination results at GCSE have been in the highest five percent nationally for several years. The quality of teaching remains good, with many strengths, particularly in Years 10 and 11.

The key issues have been systematically dealt with. The very good improvement in areas such as the provision for information and communication technology (ICT) and the use of assessment data is helping pupils to attain higher standards. Target setting for individual pupils has been successful in ensuring that all achieve very well. The school has become a language college and its accommodation and resources have improved significantly. The new library is used well and provides excellent opportunities for pupils to study independently. As at the time of the previous inspection the school does not meet statutory requirements for collective worship.

Staff show a high level of commitment and work effectively as a team for improvement. The school systematically reviews its own work. It takes part in national and international educational initiatives which aim to share and develop good practice and is very well placed to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A*	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that the results are very high at GCSE compared with schools nationally and similar schools (that is, schools with a similar proportion of pupils known to be eligible for free school meals). The school's examination results at GCSE have been in the highest five percent nationally for several years. The number of pupils gaining five or more GCSE A\*-C grades was well above average when compared to similar schools. The school slightly exceeded its challenging targets for the number of pupils gaining five or more A\*-C grades and met its target for the number of pupils gaining one or more A\*-G grades in 2000. The trend of improvement in GCSE grades is greater than the national rate. In the 2000 GCSE examinations, pupils did better in biology, double science, physical education and Spanish than in other subjects. They did relatively less well in art and design, drama and English literature.

When pupils enter the school their levels of attainment are well above average in English and science and above average in mathematics. The results in the national assessments in English, mathematics and science at the end of Year 9 were well above average in 2000. In English and science, they were well above average compared to similar schools and in mathematics they were average. This shows that pupils achieved well. The trend of improvement in the national assessment results is less than the national rate.

Standards of work observed in lessons and pupils' previously completed work are similar to the end of Year 9 and GCSE results. This confirms that pupils' achievement is very good overall. The standard of pupils' written work is often high. In all subjects, the quality of pupils' written English makes a significant contribution to the standards achieved. Pupils' write neatly and accurately, and plan, draft and edit work well from Year 7 onwards. Pupils read fluently and widely, making good use of the library for independent reading and research. The very good achievement of many pupils is evident because their GCSE grades are higher than those predicted by the nationally recognised tests, which they take on entry to the school. Standards in ICT have improved since the previous inspection. Pupils now have opportunities to cover all aspects of the National Curriculum, through a well planned course in Years 7 to 9 and a GCSE short course in Year 10. Good opportunities are provided in many, but not all subjects, for pupils to apply their ICT skills. Throughout the school, pupils show confidence when speaking foreign languages. Older pupils speak with fluency and a good accent. In subjects such as drama and physical education, pupils make good use of the opportunities offered to discuss their work in groups. They make decisions and present their work to the whole class clearly, as most are articulate and self-confident.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are excellent and a strength of the school. They approach all aspects of school life enthusiastically. In lessons and extra-curricular activities, they are self motivated, responsive and eager to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent, both in and out of lessons. Pupils are polite, mature and self disciplined. Last year there were six fixed-period exclusions.
Personal development and relationships	Relationships throughout the school are excellent. The school is a strong community and pupils develop a clear sense of citizenship. Pupils work very well together and are keen to take on responsibilities.
Attendance	Attendance is above the national average with little unauthorised absence. Pupils are punctual and very little time is wasted.

## TEACHING AND LEARNING

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

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

Overall, the quality of teaching observed was good, with many strengths. Ninety nine percent of the lessons observed were satisfactory or better, 37 percent were very good or excellent. Of the lessons observed, a higher proportion of good or better teaching was seen in Years 10 and 11 than in Years 7 to 9. The effective teaching is a major factor in pupils' high standards and very good achievement, particularly at GCSE. Throughout the school pupils' excellent attitudes have a very positive impact on their learning. In lessons, they invariably work hard and do their best. They settle to work quickly and maintain concentration.

The teaching of English, mathematics and science is good throughout the school. The skills of literacy and numeracy are taught well. Teachers of other subjects give an appropriate emphasis to developing specialist vocabulary. Some departments teach numeracy skills well. Teachers have good subject knowledge and high expectations. They show a high level of commitment and these factors have a very positive effect on teaching and learning. Teachers' very good understanding of examination course work requirements is a particular strength in Years 10 and 11. Excellent teacher-pupil relationships have a positive impact on pupils' learning. The work is well planned, enabling pupils to build on their previous learning systematically. Teachers know the pupils very well and ensure that the needs of all are met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum meets statutory requirements and is enhanced by additional courses and options, particularly in Years 10 and 11. Very good provision is made for pupils' personal, social and health education. The school offers an extensive range of high quality extra-curricular activities that extend and support the taught curriculum, meet pupils' interests and assist their personal development.



Provision for pupils with special educational needs	Very good. Pupils are well supported and make very good progress. Many achieve a good standard in their GCSE examinations.
Provision for pupils with English as an additional language	Good provision is made for the very few pupils who are at an early stage of learning the English language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision for the moral, social and cultural development of its pupils. This promotes responsibility, initiative, a sense of care and a willingness to grasp new opportunities. Spiritual development is good overall, but opportunities to promote pupils' spiritual awareness are missed in religious education lessons.
How well the school cares for its pupils	The school cares very well for its pupils. Pupils benefit from working in a stimulating, yet supportive environment without undue pressure. Pupils' academic progress and personal development are closely monitored. Assessments of how well pupils have done identify areas for improvement, and pupils are set suitable targets. Appropriate policies for child protection and health and safety are in place.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has developed a learning environment that is both academically challenging and supportive. Senior managers share his vision and ensure that it is put into practice. Staff share their strong commitment and work collaboratively to drive the school forward. The open communication between staff ensures a common purpose in the school. The management of subjects and year groups is very good. The monitoring of the performance of teachers and pupils has a positive effect on standards.
How well the governors fulfil their responsibilities	Very well. Governors are knowledgeable and committed to helping the school improve. They monitor many aspects of school performance. In their links with the school they offer valuable and consistent support to the staff. The governing body fulfil their statutory responsibilities in almost all respects but have not ensured that there is provision for a daily act of collective worship.
The school's evaluation of its performance	Very good. The school makes considerable efforts to monitor its performance. This has led to continued improvement in standards. The results of monitoring are fed into development planning enabling the school to set appropriate priorities. The school has used outside systems to extend its own self-evaluation and has gained external accreditation, including "Charter Mark" and "Investors in People" status.
The strategic use of resources	Very good. All funds are used very effectively to benefit pupils' learning. The school works hard to provide good quality learning resources and accommodation. Priorities are clearly identified in development planning. The principles of best value are very effectively applied.

## 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>• Behaviour in the school is good. Their children like school and make good progress.</li><li>• The teaching is good.</li><li>• They feel comfortable about approaching the school with questions or problems.</li><li>• The school expects their children to work hard and achieve their best.</li><li>• The school is well led and managed.</li><li>• The school helps their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• No significant issues were raised by more than a few parents.</li></ul>

Parents expressed great satisfaction about what the school provides and the achievements of their children. The inspection evidence confirms parents' and carers' very positive comments.

## **PART B: COMMENTARY**

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

**Pupils attain high standards in Years 7 to 9 and very high standards in Years 10 and 11. Over the last few years, GCSE results have been in the top five percent nationally.**

1. When pupils enter the school their levels of attainment are well above average in English and science and above average in mathematics. The results in the national assessments in English, mathematics and science at the end of Year 9 were well above average in 2000. In English and science they were well above average for similar schools (those with a similar proportion of pupils known to be eligible for free school meals) and in mathematics they were average. This shows that pupils achieved well.

2. The school's examination results at GCSE have been in the highest five percent nationally for several years. The high proportion of pupils gaining five or more A\*-C grades (82 percent) reflects the effective support provided for pupils by their teachers through the good use of assessment and target-setting procedures. The school slightly exceeded its challenging targets for the number of pupils gaining five or more A\*-C grades and met its target for the number of pupils gaining one or more A\*-G grades in 2000. The trend of improvement in GCSE grades is greater than the national rate.

3. Compared to similar schools in 2000, the proportion of pupils attaining five or more A\*-C grades is well above average. The proportion gaining five or more A\*-G grades and one or more A\*- G grades is also well above average. The average point score per pupil is very high – in the top five percent nationally. Analysis of the school's statistical data for those pupils who took GCSE in 2000 indicates that pupils performed very well. Many pupils gained higher grades than those predicted by the nationally recognised tests which they took on entry to the school. These measures indicate that pupils of all levels of attainment achieve very well. Attainment of pupils currently in Years 10 and 11 is well above average and their achievement is very good. This is due to very good teaching and the pupils' excellent attitudes and hard work.

4. Standards of work observed in lessons and pupils' previously completed work are similar to the end of Year 9 and GCSE results. This confirms that pupils' achievement is very good overall. The standard of pupils' written work is often high. In all subjects, the quality of pupils' written English makes a significant contribution to the standards achieved. Pupils write neatly and accurately, and plan, draft and edit work well from Year 7 onwards. In English, drafting books are used very well in each year and pupils expect to work on and improve each piece of writing until they have produced their best. In history and geography, pupils are able to use their good literacy skills to access sources of information. Pupils read fluently and widely, making good use of the library for independent reading and research.

5. Throughout the school pupils show confidence when speaking foreign languages. Older pupils speak with fluency and a good accent. For example, by the time they are in Years 10 and 11 pupils are able to engage in conversations, in French, with the teacher and when working together in small groups. Pupils in Year 10 also worked together devising questions to ask the rest of the class. In all years, pupils listen very carefully when the teacher speaks in the target language, and respond well to questions and instructions. Older pupils learn and use a wide range of vocabulary.

6. In subjects such as design and technology and art, pupils undertake very thorough research. In design and technology their sketching, presentation and modelling skills are of very high quality. In Years 10 and 11, pupils carry out a detailed analysis of design problems and develop a range of ideas

which are carefully evaluated. Their final designs are adventurous and large in scale, using a wide range of materials and techniques. Finished artefacts in textiles, food, graphic products and resistant materials are of good quality. In art, pupils meticulously gather information and try out ideas in their sketch books. Pupils recently won a top award in a national art competition. This enabled the department to employ an artist in residence, who is currently working with pupils on a large mural in clay.

7. In subjects such as drama, music and physical education, pupils make good use of the opportunities offered to discuss their work in groups. They make decisions and present their work to the whole class clearly, as most are articulate and self-confident. They have excellent group and social skills. For example, Year 10 pupils worked in groups to compose a piece of music to reflect the mood of a chosen poem. They then listened to the compositions and valued each other's work by giving praise when they thought the work was good. Pupils respond well to opportunities to give more formal presentations and performances to larger audiences. For example, a Year 10 form group prepared an assembly on people who bring light into our lives. The content was moving and thought provoking, and pupils spoke clearly and with feeling. Music was performed at the start and conclusion of the assembly, which was appreciated by the year group. Self-assessment of oral activities in lessons helps pupils to identify their strengths and weaknesses and their comments indicate the high expectations they are encouraged to have of themselves.

8. Standards in ICT have improved since the last inspection. Pupils now have opportunities to cover all aspects of the National Curriculum, through a well planned course in Years 7 to 9 and a GCSE short course in Year 10. Good opportunities are provided in many, but not all subjects, for pupils to apply their ICT skills. Many pupils make good use of ICT for research and to produce projects of high quality, which are very well presented. For example, pupils in two different Year 11 groups showed good research skills in searching for information from the Internet and CD-ROM databases on the Human Genome Project and animal adaptation. They then used this information to produce high quality articles, combining text and pictures, using word processing or desktop publishing software packages. In design and technology, pupils have opportunities to use computer aided design, control and manufacturing applications. In science, there is good use of data logging, for example, a Year 10 group were able to critically analyse their use of ICT in an investigation on factors affecting the cooling of a flask of hot water. In mathematics, pupils undertake work on the use of spreadsheets. This knowledge is then well applied in science. For example, pupils in Year 8 entered data they had collected and manipulated the information to generate a graph to aid their analysis and understanding of an experiment. ICT is effectively used in modern foreign languages, for a range of applications, such as research, and using CD-ROMS and headphones to practise aspects of the language being learnt.

9. In subjects such as physical education, pupils have particularly good skills of evaluation and reflection. For example, in a Year 9 gymnastics lesson pupils worked in pairs to develop a sequence of movements. The class watched as groups demonstrated their work, and made thoughtful comments about what they had observed and well-considered suggestions about aspects that might be improved. In all subjects, pupils showed a very good level of knowledge. For example, in religious education, Year 9 pupils could recall church conventions and knew the parts of a church and their function.

**Pupils have excellent attitudes towards learning, and this enables them to achieve very well.**

10. Pupils display excellent attitudes to their work and the school. All pupils are eager to learn and anxious to do their best. They are overwhelmingly positive about school and its values. In the lessons observed pupils' attitudes were always good, and in over a half of the lessons they were excellent. They arrive at lessons on time, eagerly set to work and display maturity and a high degree of

motivation. These factors have a very positive impact on their learning. A high number take part in the extensive range of extra-curricular activities and enjoy the opportunities provided. They work hard and maintain concentration for significant periods of time. Pupils complete research and homework tasks conscientiously and many use the library and ICT facilities during lunchtime and after school for independent study. Pupils are keen to be involved during lessons and are willing to put forward ideas and listen to and consider the thoughts and views of others. They share equipment and work very sensibly in practical areas. For example, Year 9 pupils completing a design and technology project worked on a number of tasks, such as soldering and using computers, planning their work to use the equipment as it became free. This resulted in all pupils making very good progress and no time being wasted.

11. Pupils' behaviour is excellent. At lunchtime and breaks they behave in a very mature manner. They are unfailingly polite and helpful, both to adults and to each other. During the inspection, some pupils took time to help inspectors find their way to various parts of the school. Pupils interviewed said that they could not recall any serious incidents of bullying. They were very clear that any incidents or concerns that they might have would be dealt with quickly and all knew about the "bullying code" in the homework diary. Behaviour in lessons is of a very high standard. This enables pupils to make good and often very good progress. No incidents of unsatisfactory behaviour were observed. During a fire alarm incident which occurred during the inspection, pupils behaved in an exemplary manner. They evacuated the buildings quickly and waited in silence until the minor fault in the alarm system was traced and the Fire Brigade gave permission for re-entry to the school. There have been no permanent exclusions during the past year and only six fixed-term exclusions. These were mainly for incidents such as rudeness.

**The school provides an excellent learning environment in which relationships are of the highest quality and pupils are given very good educational and personal support.**

12. The school provides a high quality of care for all its pupils. Procedures for monitoring pupils' academic performance, welfare and personal development are very good. The assessment system is used very effectively to raise standards, particularly in Years 10 and 11. A range of data, including the results of nationally recognised tests, is used to predict GCSE grades from Year 7. The twice-yearly assessment of pupils in all subjects contributes much to their excellent attitudes to learning and the school. It provides an opportunity for self-assessment and leads to pupils taking responsibility for their own learning and generating targets for improvement. In subjects such as English and design and technology, pupils also appreciate and respond well to targets for improvement given in teachers' marking, which explains how they can do better the next time. Tutors and heads of year are provided with good quality information to monitor progress and personal development and to report to parents. Any potential underachievement is addressed through focused support - this may be a mentoring programme, particularly for older pupils and through SPA (support for pupil attainment) sessions. The system is effective because almost all pupils complete their GCSE courses and take the examinations. Many pupils exceed their original GCSE predictions by two or more grades.

13. Pupils are well known by their teachers, form tutors and heads of year. Their welfare is very well supported by heads of year, who effectively promote regular attendance and very high standards of behaviour. There are high expectations of attendance and punctuality, and pupils accept this. Procedures for monitoring and eliminating oppressive behaviour are very good. There is a strong sense of community. Pupils said that they felt they could approach staff if they had problems and that the school was a "very good environment". Relationships throughout the school are excellent, with mutual respect between pupils and all other adults. Teachers are excellent role models, showing that they value each individual and encouraging pupils' independence and initiative. Arrangements for child

protection are very good. Health and safety matters are regularly monitored. The significant strengths in the school's provision for pupils' academic achievement and personal development contribute to the ethos of high expectations, which is shared by all.

**The school provides pupils with an excellent range of learning opportunities, through lessons, extra-curricular activities and the provision for their personal development.**

14. In lessons, effective teaching is a major factor in the high standards and very good achievements of the pupils, particularly at GCSE. Teachers have high expectations and show a high level of commitment. This has a very positive effect on teaching and learning. A particular strength is the very good subject knowledge and understanding of examination course work requirements shown by the teachers. In many lessons, teachers gave very good advice on examination techniques. In design and technology, for example, coursework was carefully marked and pupils were given detailed advice on how to improve their work. In a number of subjects, very good use is made of high quality exemplar materials and this encourages pupils to aim for higher standards in their own work. Pupils respond very well to the support they are given and put a considerable amount of time and effort into their work.

15. Lessons are well planned. Thorough planning ensures that pupils receive lessons which effectively build on previous work and this helps them make significant gains in their learning. In ICT, for example, all pupils take a GCSE short course; teachers have produced a programme of work which makes good use of the teaching time available. Although the amount of curriculum time is quite limited, all pupils receive similar experiences and cover the course requirements. Excellent relationships between teachers and pupils have a positive impact on pupils' learning. Teachers know the pupils very well and ensure that the needs of all are met.

16. The curriculum throughout the school is enhanced by opportunities for pupils to study subjects in addition to those required by the National Curriculum. In Years 7 to 9 pupils study drama and two modern foreign languages. A wide range of language options broadens the curriculum in Years 10 and 11. These include French, German, Spanish, Italian and, more unusually, Mandarin Chinese and Japanese. Other options include the opportunity to study three sciences, business studies linked with French or Spanish, a youth award course for those with weak literacy skills and drama. Pupils have the opportunity to take GCSE short courses in religious education and ICT. Pupils in all years also benefit from a very well-planned personal, social and health education course. This is taught by a designated team of teachers and covers areas such as careers education, sex education and issues related to the misuse of drugs.

17. The school offers an extensive range of extra-curricular activities, which are well supported by pupils. There is a wide and varied range of interest clubs as well as sports and music activities. Many activities are offered which extend curricular subjects. The opportunity to study statistics, for example, extends pupils' mathematical opportunities. There is a strong commitment to the Duke of Edinburgh award scheme, and a large number of pupils are successful at bronze and silver award level.

18. The subjects of the curriculum are supported through after school SPA sessions. These are subject based and often very specific. The number of SPA sessions fluctuates, increasing towards national examination times and pupil numbers vary from a whole class to a single pupil. Older pupils and their parents were very positive about these sessions.

19. The range of opportunities reflects the teachers' very strong commitment to the pupils in the school. Enrichment courses and master classes are available to extend the work of higher-attaining pupils, and additional science and Latin classes are also offered at a local sixth form college. Pupils

needing additional support receive special literacy sessions and access to a special homework club. These features have a positive impact on pupils' learning. The school also draws in the involvement of the community and broadens pupils' experience. For example, through the national Science Across Europe project, sponsored by BP and the Association for Science Education, Year 9 pupils carry out science investigations and then exchange their experiences with pupils in other countries. This involvement has resulted in ongoing pen pals and a real appreciation of how different life and expectations can be in other countries.

20. Overall, the skills of literacy and numeracy are taught well. Across the curriculum, aspects of literacy are effectively taught. For example, key words, the development of subject specific vocabulary and the use of writing frames to support pupils with weaker literacy skills. Pupils' numeracy skills are effectively developed in subjects such as science and design and technology. However, opportunities are missed to develop numeracy in subjects such as history and geography.

21. The school is currently reviewing curricular provision. Some shortcomings in time allocations for subjects, such as for drama and ICT in Years 7 to 9 and religious education in Years 10 and 11, have been identified by the school. Opportunities to develop and apply pupils' ICT skills across the curriculum have improved significantly since the time of the previous inspection. They are strong in some subject areas, for example, science, English and design and technology. However, there are insufficient opportunities in a few subjects, such as art and physical education. This is recognised by the school and is a development priority.

22. Excellent provision is made for pupils' personal development. Pupils and their parents are very positive about what the school provides. The provision for moral, social and cultural development is a particular strength. It promotes responsibility, initiative, a sense of care and a willingness to grasp new opportunities to learn and develop. Pupils are given opportunities to reflect and think of others. For example, in a year assembly pupils learned about people such as Martin Luther King and Princess Diana who had brought "light into people's lives". They also thought about those within the school community who had contributed in a similar way. Teachers are very good role models for pupils and many present themselves as active learners, for example by undertaking further study. There is a clear but unobtrusive promotion of moral principles. Pupils are treated as individuals who are valued. Whilst the school has high expectations of personal motivation and self-discipline, support is readily available if pupils experience difficulties. There is a climate in which new challenges and opportunities are readily embraced by all, with an expectation of enjoyment and success.

23. Pupils' achievements and efforts are widely celebrated throughout the school through assemblies, newsletters and displays. Pupils of all ages have a wide range of opportunities to take responsibilities, such as becoming a form captain, European Parliament representative, librarian, staff assistant or prefect. Prefects provide good role models, for example working regularly with Year 7 classes. Pupils show great concern and care for the wider community. There is a strong commitment to a range of causes and often pupils show considerable initiative. During the inspection week, groups of pupils were organising fund raising events to raise money for victims of the earthquake in India. The school council provides excellent opportunities for pupils to take responsibility and contributes to their understanding of citizenship. Members of the council and prefects felt that their views and concerns were discussed fully, taken seriously and often acted upon. Drama and music productions and strong links with the community provide extensive opportunities for pupils' social development. Pupils undertake community service and work on projects such as "Horsham in Bloom" and the "Horsham Safer Routes" campaign. Pupils' cultural development is very effectively promoted through extra-curricular activities and a wide-ranging programme of educational visits and cultural exchanges. Cultural development takes place through the curriculum, with aspects from a wide range of cultures being explored in subjects such as art. Pupils' awareness of other cultures is also developed effectively through visiting

performers, for example, in activities week there were performances by African drummers and dancers.

**The leadership and management of the headteacher and senior staff are excellent. They have been very effective in creating an environment in which all pupils are valued and achieve very well.**

24. The high quality of leadership and management permeates every aspect of school life; it encourages all in the school to strive for higher standards and excellence. The headteacher's leadership is excellent, giving a very clear direction for the school. He has successfully developed a learning environment that is both academically challenging and very supportive. Staff, parents and pupils value his approachability. Parents and pupils spoke very positively about the improvements that had taken place since his appointment. Pupils who are prefects or who serve on the school council said that the headteacher sought their views on issues and took them into account. The headteacher is reflective and forward looking and is continually seeking improvement in all aspects of the school. The very positive response to the issues raised in the previous inspection report clearly indicates that the school sets appropriate priorities for development and is successful in achieving them. Senior managers work in close partnership with the headteacher and their management of the school is also excellent. They share the headteacher's vision and ensure that it is put into practice. Their effectiveness is evident in the very high standards achieved and the excellent ethos and relationships. Staff share their strong commitment and work collaboratively to drive the school forward. The open communication between all staff ensures a common purpose in the school. The management of subjects and year groups is very good. Heads of department and heads of year work extremely hard to enable pupils to achieve their potential.

25. The reflection of the school's aims and values in its work is excellent. All staff both teaching and non-teaching consistently emphasise that pupils must "set their sights high". The school prospectus states that "in all we do at Millais we strive for quality, excellence and the highest standards for all". These values are clear in every aspect of school life. Equality of opportunity is very evident in all that the school does. For example, staff provide opportunities for particularly able pupils to attend master classes and special courses such as Latin and science at the local sixth form college. The provision for pupils with special educational needs is also very good. Pupils are well supported and many achieve a good standard in their GCSE examinations.

26. The school has very good procedures for monitoring and evaluating its performance, and this has a positive effect on standards. A programme of monitoring lessons to evaluate the quality of teaching and learning is effectively implemented. Assessment systems are well understood by parents and pupils, and have been effective in improving standards, particularly in Years 10 and 11. The school seeks the views of parents and pupils and is responsive to the issues they raise. Results of monitoring are fed into development planning, and this enables the school to set appropriate priorities. The school has used outside systems to extend its own self-evaluation and has gained external accreditation, including "Charter Mark" and "Investors in People" status. A culture of self-review and striving for further improvement is embedded in all the school's work.

27. The school has very effective arrangements for improving the quality of its work. The school development plan is very good. Priorities are very clearly related to raising standards of achievement



and improving teaching and learning. Department action plans are well linked to whole-school priorities, and staff training is closely linked to development plans. Priorities in the school development plan are fully discussed with staff and governors before being approved. This helps ensure that all share a commitment to the school's improvement. Careful analysis of examination results is undertaken and all departments have targets for achievement. Senior managers meet with heads of department to discuss examination performance and identify areas of strength and where further improvement is needed.

28. Financial planning is excellent. The principles of best value are applied very well, and financial monitoring and school administration are very efficient. All funds are used very effectively to benefit pupils' learning. The school has been very successful in generating additional funding and all grants are used appropriately. This has resulted in significant improvements in the quality of accommodation and resources, for example, the excellent library, the sports hall and ICT resources. Further improvements are underway with the construction of new science laboratories. Pupils and parents mentioned the success with which the school has managed the building programme. Disruption has been kept to a minimum and pupils' education has not been adversely affected.

### **WHAT COULD BE IMPROVED**

29. No major issues were identified during the inspection.

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

30. Areas for further development that the governors, headteacher and staff may wish to include in an action plan are:

- ensuring that pupils' numeracy skills are consistently developed across the curriculum;
- ensuring that pupils have opportunities to develop and apply their ICT skills in all subjects.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	34	36	26	1	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
Number of pupils on the school's roll	1364
Number of full-time pupils known to be eligible for free school meals	30

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	153

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.1
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*

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	0	269	269

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	N/a	N/a	N/a
	Girls	229	221	229
	Total	229	221	229
Percentage of pupils at NC level 5 or above	School	85 (85)	82 (76)	85 (79)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	55 (60)	58 (47)	58 (51)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	N/a	N/a	N/a
	Girls	241	228	244
	Total	241	228	244
Percentage of pupils at NC level 5 or above	School	90 (85)	86 (77)	92 (94)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	55 (61)	59 (50)	62 (60)
	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	0	236	236

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	0	0	0
	Girls	193	234	234
	Total	193	234	234
Percentage of pupils achieving the standard specified	School	82 (78)	99 (99)	99 (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	61 (61)
	National	38.4 (38)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	2
Indian	7
Pakistani	11
Bangladeshi	3
Chinese	6
White	1316
Any other minority ethnic group	14

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other	1	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

*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)	73.3
Number of pupils per qualified teacher	18.6

*FTE means full-time equivalent.*

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

Total number of education support staff	17
Total aggregate hours worked per week	389

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

Percentage of time teachers spend in contact with classes	78
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.8
Key Stage 4	21.7

### *Financial information*

Financial year	1999/2000
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	£
Total income	3,073,580
Total expenditure	3,042,062
Expenditure per pupil	2,303
Balance brought forward from previous year	32,202
Balance carried forward to next year	63,720

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

### **Questionnaire return rate**

Number of questionnaires sent out	1364
Number of questionnaires returned	389

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	53	7	1	0
My child is making good progress in school.	52	45	2	0	1
Behaviour in the school is good.	50	47	2	0	2
My child gets the right amount of work to do at home.	26	60	12	2	1
The teaching is good.	42	54	1	0	3
I am kept well informed about how my child is getting on.	28	52	15	3	2
I would feel comfortable about approaching the school with questions or a problem.	46	45	5	1	3
The school expects my child to work hard and achieve his or her best.	74	24	1	0	1
The school works closely with parents.	29	49	15	2	6
The school is well led and managed.	58	35	2	0	5
The school is helping my child become mature and responsible.	52	44	3	0	1
The school provides an interesting range of activities outside lessons.	37	47	5	1	10

\*figures may not add to 100% due to rounding

### **Other issues raised by parents**

No significant issues were raised by more than a few parents.