

# INSPECTION REPORT

## **JACK HUNT SCHOOL**

Peterborough

LEA area: Peterborough

Unique reference number: 110899

Headteacher: Mr C. J. Hilliard

Reporting inspector: Mr Ross Maden  
2793

Dates of inspection: 28<sup>th</sup> – 30<sup>th</sup> March 2001

Inspection number: 188476

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: Foundation

Age range of pupils: 11 to 19

Gender of pupils: Mixed

School address: Ledbury Road  
Peterborough

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Telephone number: 01733 263526

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R. Marks

Date of previous inspection: 13<sup>th</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Jack Hunt is a comprehensive school educating boys and girls in the age range of 11-19. There are 1476 pupils in the school including 260 in the sixth form. The proportion of pupils eligible for free school meals is 22 per cent which is above the national average. Just under a third of pupils have English as an additional language and 184 of these pupils are in the early stages of learning English. The school is over-subscribed with pupils coming from local primary schools in the Peterborough area. Over a fifth of pupils are on the schools' special educational needs register which is line with the national average and four per cent of these have statements of special educational needs which is above the national average. Twenty-three of the pupils with statements are attached to one of the two designated units, which provide for pupils with physical or hearing impairment. The attainment on entry to the school is below national averages but there is also an above average number of higher attaining pupils. The report of this school included a detailed inspection of its provision for pupils with special educational needs. Jack Hunt is recognised as a 'Beacon School' and a 'Lead training School' by the DfEE. It has also received the 'Sportsmark' and has received accreditation as an 'Investor in People'.

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

Jack Hunt is a very good school. Its strengths outnumber its weaknesses. The school achieves high standards in most areas of its work. Pupils' attitudes to learning and their behaviour are very good. Attendance is above the national average. The quality of teaching is very good. There are very good arrangements to support all pupils. The school is very well led and has clear strategies for raising attainment. Good progress has been made since the last inspection. The school provides good value for money and the sixth form is cost effective.

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

- The standards achieved by pupils at GCSE and A-level examinations are well above the national average.
- The quality of teaching is very good.
- The quality of management is very good from the governors, headteacher, deputy headteacher, senior management and middle managers with curriculum and pastoral responsibilities.
- The good provision to meet the needs of individual pupils including the gifted and talented, those with special educational needs and the individual support for those for whom English is an additional language.
- The high quality of relationships between pupils and adults and between pupils and each other lead to high standards of behaviour and positive attitudes towards learning.
- The provision for extra-curricular opportunities and links with the wider community.

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

- The consistency in the monitoring of teaching and learning.
- The provision for pupils' spiritual development including the provision for a daily act of collective worship.
- The quality of targets to raise standards for pupils in Years 7 to 9.
- The rates of progress pupils make in information and communication technology (ICT) in Years 10 and 11.

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

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

Since the school was last inspected in May 1996 good improvements have been made. In

1995, 45 per cent of pupils gained five GCSE grades A\*-C and this has increased to 53 per cent in 2000. Attendance has continued to be above the national average. Exclusions from the school are at a low level and have been for some time. There has been a good rate of improvement in 'A' level results since 1995. In tackling the key issues identified in the last inspection report the governors have made satisfactory progress. Good progress has been made in the use of assessment and in the introduction of an equal opportunities policy. Limited progress has been made in the monitoring of teaching and learning. The provision for religious education is now good and systems for reporting on ICT are now in place but the provision of a daily act of collective worship and the provision for pupils' spiritual development still remain weaknesses. The quality of teaching has improved significantly since the last inspection. The school is well equipped for further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	B	A	A	A*
A-levels/AS-levels	A	A	A	

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

*A\* indicates that the school is in the top 5 per cent of schools nationally.*

Pupils' results in national tests at age fourteen in the year 2000 were below the national average in English and science and close to the national average in mathematics. Girls perform more highly than boys in English. The performance of both boys and girls is slightly below the national average. The trend in the school's results in English, mathematics and science is below the national trend. When compared to schools with those of a similar background, pupils in this school achieve results which are above average in English, well above average in mathematics and above average in science.

In the most recent GCSE examinations the proportion of pupils gaining 5 or more A\*-C grades was above the national average. The proportion of pupils gaining 5 or more A\*-G grades was close to the national average. When compared to schools with pupils of a similar background the proportion of pupils gaining 5 or more A\*-C grades is well above average and the proportion gaining 5 or more A\*-G grades is above average. Pupils achieve particularly high GCSE results in English language and literature, art and design, sociology and physical education. In 2000, results in mathematics, drama and design and technology, Spanish and other languages were lower compared to other subjects. Girls significantly outperform boys in English language and literature and art and design. Pupils' progress in this school over the past five years has been above the national average. In 2000 the average points score was very high when compared to schools with pupils of a similar background.

The performance of pupils in the 2000 A and AS level examinations was high compared to schools nationally. In 2000 the school met its targets for average points score and the percentage gaining 1 GCSE grade A\*-G but did not meet the target for 5 A\*-C grades. The targets set for 2001 are challenging. In the work seen pupils were achieving good standards in English, mathematics, science, history, modern foreign languages, design and technology and physical education. Standards were better at Key Stage 4 than Key Stage 3, in part

because the quality of target setting for pupil improvement is stronger in Key Stage 4. There were high standards in the work seen on A and A/S level courses.

In Years 7 to 9 pupils' standards of work seen match the standards reflected by teacher assessments. The scrutiny of pupils' work shows clearly that pupils are making good progress. There is a similar pattern in Years 10 and 11 and in the sixth form where pupils continue to make good progress and the standards of work seen reflect the GCSE and A and A/S levels examination results.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have positive attitudes to learning and respond well to the challenges provided for them in lessons. They are motivated and attentive and are able to sustain their concentration well. Pupils respond well to the teachers and there is a good take up of the extra-curricular activities provided for them.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and show respect for their teachers and each other. They move around the school in an orderly and sensible way and show care for the school environment.
Personal development and relationships	Pupils have very good relationships with their teachers. They work well together and show care for others. Many take the opportunities provided for them to take responsibilities in the wider school community.
Attendance	Attendance is good and above 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	Very good	Good	Good

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

High quality lesson planning has a very positive impact on pupils' learning and on the progress they make. Teaching was at least satisfactory in all lessons seen. It was good in 76 per cent of lessons and very good or better in 32 per cent. No lessons were judged to be unsatisfactory or poor. In English, mathematics and science, teaching was good.

Teachers have good subject expertise and are effective in using their knowledge of the subject they teach to prepare a range of resources to stimulate pupils' imagination. They use a wide range of teaching methods to involve pupils in their learning. In the best lessons, pupils are always challenged and are immediately involved in their learning through the use of expert questioning to gauge and extend their understanding of the work. In these lessons teaching stimulates pupils. Teachers intervene to give quality advice and develop pupils' thinking and the needs of those pupils with special educational needs are met. Good provision is made for the gifted and talented pupils. Teachers are particularly skilful in managing pupils' behaviour and dealing with the rare occasions when pupils engage in challenging behaviour. The marking of pupils' work is good and the best teachers indicate clearly to pupils what they need to do to improve their work.



Most lessons have detailed lesson plans with well-ordered and timed activities that refer to previous and future learning. Pupils are given a good grounding in basic literacy skills and a satisfactory base on which to develop their numeracy skills.

Teachers are successful in helping pupils maintain interest in their learning and pupils demonstrate good levels of concentration in lessons. Pupils persevere with their learning and work productively, whether individually or in groups to carry out research, as well as to explore and develop their ideas. Pupils display a high commitment to learning and this partly explains the consistently very good results at the end of Year 11 and in the sixth form.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for all pupils. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school is very good at responding to pupils' individual strengths and weaknesses. Pupils attached to the special units are fully integrated into the mainstream life of the school.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is very good. Those pupils at the early stages of learning English are well supported and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social and moral development is very good. The provision for pupils' cultural development is good. The provision for pupils' spiritual development is unsatisfactory as departments do not provide pupils with sufficient opportunities for spiritual development.
How well the school cares for its pupils	The procedures for child protection and for ensuring pupils' welfare are good. A particular strength is the procedures for monitoring good behaviour.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher provides clear leadership for raising standards within the school. In this task he is well supported by a hard working and dedicated senior management team. The quality of curriculum and pastoral leadership is very good.
How well the governors fulfil their responsibilities	Governors take their responsibilities seriously and provide very good leadership for the school. They have a clear understanding of the strengths and weaknesses of the school. However, governors are failing to ensure there is a daily act of collective worship for all pupils.
The school's evaluation of its performance	The school is effective in evaluating its performance, especially in the analysis of examination results. However, the monitoring of teaching and learning is not consistent – an issue recognised by the school.
The strategic use of resources	The school targets its financial resources effectively. Departments are well-resourced. The school has made a significant investment to ensure that the number of modern computers is above the national average for a school of this size. The new and attractive library resource centre is well managed and well used by pupils.

## 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>• School has high expectations for pupils</li> <li>• Good teaching</li> <li>• School is well led and managed</li> <li>• Pupils make good progress</li> </ul>	<ul style="list-style-type: none"> <li>• The school working more closely with parents</li> <li>• The amount of homework set</li> <li>• To be kept well informed about how their child is getting on</li> </ul>

Inspectors agree with parents on the issues that please them most. Inspectors judge the school does work closely with parents and that there are sufficient opportunities for parents to be kept well informed. Inspectors judge that the amount of homework set for pupils is appropriate.

## **PART B: COMMENTARY**

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

**The standards achieved by pupils at GCSE and A-level examinations are well above the national average.**

1. The school has received an excellence award, from the Department for Education and Employment (DfEE), for achieving better results than most schools in similar circumstances in 2000. Based on its performance in the 2000 GCSE examinations the school is in the top five per cent of schools nationally when compared with similar schools.

2. The proportion of pupils gaining five GCSE grades A\*-C was above the national average in 2000 and has been over the last three years. GCSE performance was well above the national average for both boys and girls for each of the last three years. In part this is because there is a high proportion of higher attaining pupils within the school but it also reflects the challenging number of GCSE subjects these pupils are entered for. Other contributory factors are the positive attitudes pupils have towards learning plus high quality teaching.

3. The proportion of pupils gaining five GCSE grades A\*-G was close to the national averages in 2000 and for the last three years. This reflects the higher than average proportion of pupils with special educational needs and those with English as an additional language who enter the school. In relation to their level of attainment on entry most pupils make good progress during their time in school.

4. The school conducts a thorough evaluation and review of examination results, and targets are set for each department for the following year. In 2000, the results for English, art and design, sociology and physical education were relatively high when compared with results in other subjects. Results for mathematics, drama and design and technology were below when compared with pupils' results in other subjects.

5. At A-level, when compared with all schools nationally, for each of the last three years, results were well above the national average. Results for GNVQ courses were also well above the national results. The results for individual subjects in 2000 indicate that students performed relatively better in English, science, geography, history, music, sociology, theatre studies and sports studies than they did in English literature and biology.

**The quality of teaching is very good.**

6. At the time of the last inspection the quality of teaching in the school was a weakness with only 85 per cent of lessons judged to be satisfactory or better. There has been a significant improvement in the quality of teaching in this inspection with 100 per cent of lessons judged to be satisfactory or better. Six per cent of lessons were judged to be excellent, 26 per cent very good and 44 per cent good.

7. The quality of teaching is very good and it is better at Key Stage 3 than at Key Stage 4 and in the sixth form. It is the quality of good teaching in Key Stage 3 and its impact on learning that sets the foundation for the successes pupils achieve in their GCSE and A and A/S level examinations.

8. Teachers' knowledge and understanding of the subjects they teach are good and the enthusiasm and passion that some teachers have for their subject rubs off onto their pupils. Teachers have high expectations for pupils whether it be in standards of behaviour or achievement. There is a culture within the school that pupils come to work and if they work hard they will gain success. Most teachers skilfully manage pupils in their lessons. A minority of pupils exhibit challenging behaviour and, in the main, these pupils are well managed. It is rare to find examples of pupils who do not wish to learn and who prevent other pupils in the class from working.

9. A particular strength in teaching is the effective use made of the one hour lessons. Most teachers plan for a variety of activities within each lesson and capture the interest of their pupils well. There is a very good pace to learning in most lessons and pupils concentrate well. A striking feature within the school is the high quality of support for pupils with special educational needs and for those pupils with English as an additional language. As a result of this high quality of support, these pupils learn well and make very good progress in relation to their prior attainment, especially at Key Stage 3.

10. One of the reasons why there has been an improvement in the quality of teaching and learning is the recognition, within the annual development plan 2000-2001, of the importance of raising achievements through effective teaching and learning. Teachers are now more effective at setting targets and have improved their range of teaching skills through attending courses.

11. Twenty per cent of parents expressed some concern, in the parent questionnaires, about homework. Some parents expressed the view that there was too much homework whilst an equal number indicated there was insufficient homework set. The inspectors' judgement is that the amount of homework and the tasks set are appropriate. Students in Year 12 expressed concern about the amount of work they were expected to do in relation to the introduction of AS level courses. This concern is shared by inspectors and is recognised as an issue by the school. In the parents' questionnaire, 93 per cent of parents indicated that they felt that teaching in the school was good – the inspectors judged it to be very good.

**The quality of management is very good from governors, headteacher, deputy headteacher, senior management and middle managers with curriculum and pastoral responsibilities.**

12. There is a consistently high level of good quality leadership and management within the school. The headteacher and his deputy, ably supported by the senior management team provide very good leadership and a clear direction for the future of the school. Their energies and enthusiasm and the long hours they work show a professional dedication, which provides positive role models for all associated with the school.

13. The governing body makes a significant contribution to shaping the direction of the school. Governors are enthusiastic and committed to continuous improvement within the school. The quality of long-term planning for improvements in the school, as outlined in the strategic plan covering the period 2000-2003 is very good. Governors are aware of the strengths and weaknesses in the school and individual governors have increased their knowledge of the school by being twinned with individual subject departments or with specific aspects of the life of the school. The governing body is effective in ensuring that the school complies with all of its statutory responsibilities with the exception of ensuring that all pupils receive a daily act of collective worship.

14. The quality of those responsible for curriculum subjects and pastoral responsibilities is very good. The quality of development plans both at school and department level provides a clear focus for raising standards. The introduction of performance management strengthens the role of team leaders in observing lessons and sampling pupils' work.

15. The quality of financial planning is very good. The school is skilful in attracting funding from external sources to help finance school priorities. Resources are effectively targeted to meet specific needs, for example, in the resourcing of the learning centre and the decision to increase the number of computers to a level above the national average.

16. At the time of the last inspection inspectors reported a concern about the quality of relationships between management and staff. This has been effectively tackled and the quality of relationships is now a clear strength of the school.

**The good provision to meet the needs of individual pupils including the gifted and talented, those with special educational needs and the individual support for those for whom English is an additional language.**

17. There is a clear commitment to the identification of gifted and talented pupils within the school. Each department has a member of staff with responsibilities for this area of work. The provision that is made for these pupils includes working with other primary and secondary schools. The introduction of Latin and Italian courses to GCSE and participation in the East of England Challenge event are just a few of the wide range of activities provided. Of equal significance is the recognition, underpinned by a school policy for gifted and talented pupils, of the need to ensure that the activities in lessons fully match the needs of these pupils.

18. The quality of support for pupils with special educational needs is very good. Learning support assistants have authority in the classroom and are treated as professional colleagues by teachers. Each learning support assistant acts as the 'key worker' for a small number of pupils and takes a lot of responsibility for monitoring all aspects of their school life which includes contact with parents and attendance at reviews.

19. There have been effective developments to prevent pupils being excluded with the appointment of a co-ordinator for 'social inclusion'. Although only in post since September the co-ordinator has already put in place a number of initiatives and early indications are that these are effective in motivating these individual pupils.

20. There are three teachers and two bilingual support assistants to support those pupils with English as an additional language. The quality of support is very good. They provide well thought out and impressive strategies to support pupils in lessons. There is a minimal level of withdrawal from lessons. The specialist staff work well with parents and have been instrumental in raising the attendance at parents' meetings from parents of pupils with English as an additional language. An increasing proportion of pupils with English as an additional language are now staying on into the sixth form.

**The high quality of relationships between pupils and teachers and between pupils and pupils leads to high standards of behaviour and positive attitudes towards learning.**

21. The quality of relationships within the school is very good. It is evident both in lessons and around the school that most pupils respect their teachers. It is equally evident that most teachers respect pupils and show a genuine interest in supporting them. Many teachers use their lunchtimes and after school time to provide additional support for pupils requiring extra assistance. The wide range of extra-curricular activities teachers provide for pupils is further evidence of the commitment that teachers make to their pupils.

22. There is a very high quality of relationships amongst the pupils. The school is multi-racial and multi-cultural and one of the strengths is the respect for feelings, values and beliefs that pupils demonstrate towards each other. When given the opportunity, pupils co-operate well with each other on joint projects. In the dining area, which is very small for a school of this size pupils are mature and responsible when queuing to be served. Friendship patterns cut across age, gender and ethnic considerations. Nowhere is this more evident than in the genuine support and friendship that pupils have towards those pupils with physical and hearing impairments. Such relationships are not patronising and there are clear benefits for the pupils, with often severe physical impairments, for being educated in the school, in that they have full access to a wide curriculum. Equally the presence of these pupils in school adds a richness to the quality of educational experience for all pupils.

**The provision for extra-curricular opportunities and links with the wider community.**

23. In the parent questionnaires, a significant number of parents were not convinced that the school provided a wide range of extra-curricular activities. Inspectors judge that the provision for extra-curricular activities is very good. Most subject areas provide the opportunities after school or at lunchtimes for pupils to attend revision classes for GCSE or A/S or A level courses. For those pupils with musical talents there are many opportunities to perform both in school and in concerts. The school provides a wide range of sporting activities to enable pupils with sporting expertise to develop their skills by representing their school, District and County in a wide range of sports. One former pupil represented Great Britain in the recent Sydney Olympics. Over 400 pupils are actively involved in raising funds for charities. There is a particular strength in drama and many pupils have the opportunities to take part in performances. Nearly 50 pupils are involved in the Duke of Edinburgh award scheme.

24. A wide range of educational visits and field trips are provided to broaden the classroom experiences for pupils. These include day trips, but also trips abroad with exchange visits of Spanish students and opportunities to travel abroad to Canada, Holland and China.

25. The school is not insular and takes every opportunity to work with schools and organisations in the wider community. The school through its involvement as a 'Beacon School', works closely with other schools in Peterborough and makes a significant contribution to working in partnership with the local education authority. Jack Hunt School is a centre of excellence for training future teachers, working in partnership with the University of Cambridge. The opening of a Yamaha music school will attract a major financial contribution resulting in pupils having access to a wider range of musical instruments than would otherwise be available. The external financial resources have already been secured for the school to apply to become one of the DfEE's specialist colleges.

## **WHAT COULD BE IMPROVED**

### **The consistency in the monitoring of teaching and learning.**

26. Some heads of departments are effective in monitoring and evaluating the work of their colleagues but this practice is not consistent across all departments. There is a recognition by the headteacher that the key to raising standards is dependent upon the quality of teaching and learning in the classroom and he, rightly, recognises that there are wide variations in the importance that curriculum and pastoral leaders attach to this issue.

27. There is some good practice within the school which is not being extended to other curriculum and pastoral leaders. A professional development programme is required to ensure that all middle managers have the confidence and can develop their levels of competence in evaluating and monitoring teaching and learning. Senior staff with responsibilities for monitoring the effectiveness of departments also require training to ensure that there is a consistent quality in the monitoring of teaching and learning.

### **The provision for pupils' spiritual development including the provision for a daily act of collective worship.**

28. At the time of the last inspection the school was failing in its legal responsibility for pupils to receive a daily act of collective worship. There has been no improvement in this situation and the failure to provide a daily act of collective worship still remains a weakness. The quality of assemblies is good. They provide a good opportunity to celebrate pupils' successes and make a positive contribution to pupils' moral and social education, but they do not make a major contribution to pupils' spiritual development. For pupils who do not have a daily assembly, the use of the form tutor time is not used to enable pupils to receive a daily act of collective worship.

29. There is within the school a lack of recognition of the contribution that individual subjects make to pupils' spiritual development. A detailed analysis of the curriculum has not been undertaken to identify the contributions that departments could or do make to pupils' spiritual development.

### **The quality of targets to raise standards for pupils in Years 7 to 9.**

30. The expertise in setting targets which raise standards for pupils in Years 7 to 9 is a weakness. In Years 10 and 11 and in the sixth form the quality is very good. There is a detailed analysis of pupils' prior attainment in identifying specific targets to raise pupils' improvement. In part, it is the identification of specific targets for raising attainment which contribute to the high expectations and the good progress that pupils and students make in Years 10 and 11 and in the sixth form. The school identified groups of pupils for support, for example those who are underachieving.

31. The expertise which exists for raising attainment for senior pupils is not being extended to raise standards for pupils in Years 7, 8 and 9. There is a significant amount of data from Key Stage 2 tests and from other testing on entry which enables teachers to identify specific academic targets to raise standards. There is a greater emphasis on assessing pupils' efforts and attitudes to work in subjects than there is in identifying specific academic targets related to National Curriculum levels.

### **The rates of progress pupils make in information and communication technology in Years 10 and 11.**

32. The lack of timetabled ICT lessons for all Year 10 and 11 pupils restricts the rate of progress these pupils are making. The school has made significant improvements in improving the level of resources for ICT since the last inspection. The number of modern and up-to-date computers is better than the national average. Most, but not all, pupils have access to computers at home. The planning which enables all departments to use ICT is impressive and in the main most teachers are committed to using ICT to support learning in their subjects. Teachers have received appropriate training and most teachers are now confident to use ICT. The success of the training is such that some teachers who want to use ICT experience difficulties in gaining access to the computer rooms, because of their popularity.

33. In Years 7 to 9 pupils receive timetabled lessons to ensure that their basic ICT skills are developed. These skills are developed and enhanced by other subjects. The quality of pupils' assessments in ICT at the end of Year 9 is secure. In Years 10 and 11 there are no timetabled lessons for all pupils. Whilst many subjects continue to use ICT to support learning the use of ICT only provides pupils with opportunities to practise their existing skills and does not significantly contribute to extending them.

34. Most pupils are confident when using ICT and the requirements of the National Curriculum are met at both key stages. The lack of timetabled lessons for ICT in Years 10 and 11 prevents pupils from reaching the higher levels of National Curriculum attainment and prevents many pupils from receiving an external qualification in ICT.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to raise standards within the school even higher, the headteacher, governors and staff should:

- (1) Improve the consistency in the monitoring of teaching and learning by:
  - Ensuring that all heads of department monitor the teaching and learning of all teachers within their departments;
  - Providing, where appropriate, professional development opportunities for heads of department in the techniques for effective monitoring and evaluation of teaching and learning;
  - Ensuring that members of the senior management team provide a quality assurance system for the monitoring of teaching and learning.  
(Paragraphs 26 – 27)
- (2) Improve the provision for pupils' spiritual development including the provision for a daily act of collective worship by:
  - Having all departments identify within their schemes of work the opportunities for providing pupils with opportunities for spiritual development;
  - Providing opportunities for pupils to participate in an act of collective worship either in assemblies and/or form registration periods.  
(Paragraphs 28-29)
- (3) Improve the quality of targets to raise standards for pupils in Years 7 to 9 by:
  - Increasing the use of Key Stage 2 tests and the results from other testing to identify specific targets to raise attainment in all subjects in each of Years 7, 8 and 9;
  - Where appropriate, relate the specific targets for improvement to National Curriculum levels.  
(Paragraphs 30 - 31)
- (4) Improve the rate of progress that pupils make in information and communication technology in Years 10 and 11 by:
  - Ensuring that all subjects, using ICT to support learning, provide opportunities for pupils to reach the higher levels of the National Curriculum requirements for ICT;
  - Introducing specific timetabled lessons in ICT within Years 10 and 11 to increase the opportunities for all pupils to gain qualifications in ICT.  
(Paragraphs 32 – 34)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.1	25.8	43.9	24.2	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	1216	260
Number of full-time pupils known to be eligible for free school meals	330	N/A

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	57	5
Number of pupils on the school's special educational needs register	324	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	435

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	51

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	7.7

#### Unauthorised absence

	%
School data	0.5
National comparative data	1.1

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

### Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	119	123	242

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	54	74	66
	Girls	83	78	62
	Total	137	152	128
Percentage of pupils at NC level 5 or above	School	57 (64)	63 (63)	53 (61)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	22 (33)	39 (43)	25 (26)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	55	73	73
	Girls	92	78	80
	Total	147	151	153
Percentage of pupils at NC level 5 or above	School	61 (66)	62 (64)	63 (63)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	30 (39)	33 (43)	36 (33)
	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	125	117	242

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	59	117	120
	Girls	69	109	113
	Total	128	226	233
Percentage of pupils achieving the standard specified	School	53 (58)	93 (98)	96 (99)
	National	47 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score	School	44

per pupil	National	38
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Figures in brackets refer to the year before the latest reporting year.

### Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	48	41	89

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	18.4	20.4	19.3	2.0	6.0	4.0
National	17.7	18.6	18.2	2.6	2.9	2.7

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	21	100
	National		73

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

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	41
Black – other	6
Indian	68
Pakistani	282
Bangladeshi	1
Chinese	9
White	1003
Any other minority ethnic group	37

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	33	0
Bangladeshi	0	0
Chinese	0	0
White	48	0
Other minority ethnic groups	2	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)	85.3
Number of pupils per qualified teacher	17.3

*FTE means full-time equivalent.*

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

Total number of education support staff	38
Total aggregate hours worked per week	1087

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

Percentage of time teachers spend in contact with classes	73.4
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	27.6
Key Stage 4	22.4

### ***Financial information***

Financial year	1999/2000
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	£
Total income	4 298 482
Total expenditure	4 588 423
Expenditure per pupil	3 128
Balance brought forward from previous year	855 425
Balance carried forward to next year	565 484

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

### **Questionnaire return rate**

Number of questionnaires sent out	1476
Number of questionnaires returned	339

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	57	8	2	0
My child is making good progress in school.	44	48	6	1	1
Behaviour in the school is good.	26	54	13	2	5
My child gets the right amount of work to do at home.	22	56	17	3	2
The teaching is good.	37	56	4	1	2
I am kept well informed about how my child is getting on.	35	43	16	4	2
I would feel comfortable about approaching the school with questions or a problem.	49	42	7	1	1
The school expects my child to work hard and achieve his or her best.	60	35	4	0	1
The school works closely with parents.	29	47	17	5	2
The school is well led and managed.	42	47	5	2	4
The school is helping my child become mature and responsible.	37	49	8	2	4
The school provides an interesting range of activities outside lessons.	32	42	11	4	11