

INSPECTION REPORT

HOLMFIRTH HIGH SCHOOL

Holmfirth, West Yorkshire

LEA area: Kirklees

Unique reference number: 107769

Headteacher: Dr A Williams

Reporting inspector: Alan Haigh
2630

Dates of inspection: 16th – 18th October 2001

Inspection number: 193734

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:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Heys Road Thongsbridge Holmfirth West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Taylor
Date of previous inspection:	May 1997

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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	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
WHAT COULD BE IMPROVED	11 - 12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holmfirth High School is a mixed comprehensive school and is larger than average, catering for 1189 boys and girls aged 11 to 16. This is about 160 more pupils than when last inspected in 1997. There are slightly fewer girls than boys. The school is oversubscribed and is growing. It is situated in Holmfirth, a small town south of Huddersfield, on a pleasant rural site, in an area containing a mixture of types of housing and a wide socio-economic mix. It opened in 1959 with major extensions since. The school takes pupils from a wide area. Pupils transfer from nine primary schools, many travelling several miles. More than 99 per cent of pupils are white. Only three pupils have English as an additional language but none is in the early stage of learning English. About nine per cent of pupils are entitled to free school meals, a figure that is below the national average. The attainment of pupils coming to the school is comprehensive and a little above average. About 21 per cent of pupils have special educational needs; this is typical for a school of this type. More than three per cent have statements of special educational needs, a figure above the national average.

HOW GOOD THE SCHOOL IS

Holmfirth High School is a very effective and well-run school with standards that are above the national average at all stages and in the vast majority of subjects. The quality of teaching and learning are good. Leadership and management are very good and the school provides very good value for money.

What the school does well

- Pupils' achievements in the National Curriculum tests for 14-year-olds in English, mathematics and science have been well above the national averages in recent years and much better than those in similar schools.
- The proportion of pupils gaining five or more GCSE grades A* to C has been well above the national average in recent years and results have been better than those in similar schools. The rate of improvement is better than the national rate.
- The GCSE results in 2001 in science, geology, modern foreign languages, music and religious studies were particularly good and pupils continue to do especially well in science, drama, food studies, geography, history, music and physical education.
- The school is very successful in caring for its pupils and provides sensitive support for those who need it.
- Pupils have very good attitudes to learning, are keen to progress and get on very well with each other and with their teachers. They participate enthusiastically in the extensive range of extra-curricular activities.
- The school's provision for pupils with special educational needs and for all pupils' moral and social development is very good.
- The leadership and management provided by the headteacher and key staff are very good with a clear vision for sustained improvement and appropriate action

being implemented to secure change.

What could be improved

- The proportion of pupils achieving five or more GCSE grades A* to G is not as high as it should be.
- The GCSE art results are not good enough and have been below the national average in recent years. Those in design and technology (graphics and resistant materials) also need to improve. Standards in these subjects continue to lag behind those in most other subjects.
- The time for religious education for those not following the GCSE course is barely adequate. The statutory requirements for collective worship are not met.
- Restricted funding results in inadequate accommodation, large classes and a shortage of resources. This hampers progress, especially in cross-curricular information technology and in design and technology.

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 1997. It is still a very good school that continues to improve. It is very effective in most of its work, with the GCSE average points score per pupil rising faster than the national improvement. In 2001 almost a quarter of all GCSE grades were A* or A. The most able pupils achieve outstanding results but in the last couple of years a small core of pupils have underachieved at GCSE. Teaching and learning are better than they were. Teaching is more consistent, although there are still some areas that need to improve. The school makes better use of data about pupils' examination performance than it did. Significant strides have been made in modern foreign languages and its teaching and results are very much better. The provision for pupils with special educational needs is also much improved and is now very good.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

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

The results in the national tests taken by all 14-year-olds in recent years have been well above the national average in English, mathematics and science. When compared with similar schools (as defined by the proportion of pupils entitled to free school meals), the mathematics and science results were above average for the proportions of pupils reaching the national standard of level 5 in 2000 but the English results were below average. More than average numbers reached level 6 in English, however. There is no clear trend in the English and mathematics results at this stage but the science results are moving up. Teachers' assessments of 14-year-olds in 2000 indicated standards above average in design and technology, geography, information and communication technology and modern foreign languages and below average in history. The differences between boys' and girls' standards generally reflect national differences.

The GCSE results have risen steadily in recent years, at a faster rate than results nationally, and they were well above the national average in 2000. In that year, 64 per cent of pupils obtained five or more grades A* to C (against a national figure of 47 per cent), significantly exceeding the school's target of 60 per cent. In 2000 the proportion of pupils gaining five or more GCSE grades A* to G was 93 per cent. The 2001 figure, also 93 per cent, achieving five or more A* to G grades was well

below the school's target of 99 per cent. The strongest subjects at GCSE in 2001 were drama, design and technology (child development and food), modern foreign languages, geology, geography, music, science, physical education and religious studies. The weaker subjects were art and design and technology (graphics and resistant materials).

In the work seen during the inspection, standards attained by the pupils were mostly above the national average in all year groups and the vast majority of subjects. Pupils do particularly well in science and the upward trend in the subject is being maintained. There is some variability in expectations of pupils in English and mathematics and some could do better in these subjects. Most pupils achieve significantly higher overall standards than would be expected when their prior attainment is considered. Pupils' literacy and numeracy skills are above average. Most speak clearly and confidently and use Standard English widely. The vast majority, including those with special educational needs, make good progress from Year 7 to the time they leave school. Gifted and talented pupils make sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good; pupils are keen to make progress and enthusiastic to learn.
Behaviour, in and out of classrooms	This is good overall and mostly very good in lessons. Most pupils are very sensible, move around school in an orderly way and respect others' and school property.
Personal development and relationships	These are very good. Pupils get on very well together, respect their teachers and are growing into mature young people.
Attendance	This is very good and the rate of unauthorised absence is half the national rate.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Good	Good

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

The quality of teaching was good overall and none was unsatisfactory; much was very good, with some excellent. Science teaching was very good overall; that of English and mathematics was good. Teachers have very good knowledge of their subjects and manage pupils very well. The skills of literacy and numeracy are taught successfully. The teachers ensure the needs of the vast majority of pupils are met well. Pupils with special educational needs are catered for very effectively. The gifted and talented mostly achieve appropriately but some could be extended further, especially if library and IT resources were enhanced and better used. Pupils try very hard in lessons and learn well, showing much interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All the National Curriculum requirements are met. The range of extra-curricular activities is extensive. The curriculum is sound overall but the provision for older pupils is not yet wide enough. A few subjects make too little use of information and communication technology. There is barely enough time to cover the Agreed Syllabus in religious education in Years 10 and 11. Pupils do not attend a daily act of collective worship.
Provision for pupils with special educational needs	This is very good and significantly improved since the last inspection. Individual and group support helps pupils improve literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall, with especially effective provision for pupils' moral and social development. The provision for pupils' cultural development is very strong in the areas of drama, music, visits and trips but more needs to be done to prepare pupils for life in a multi-cultural society.
How well the school cares for its pupils	The school is very successful in this; procedures for child protection are clear and those for monitoring and improving attendance and behaviour are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and key staff are very good with a clear vision for sustained improvement and appropriate action being implemented to secure change. Departmental leadership is good.
How well the governors fulfil their responsibilities	The governors are committed and supportive and work hard but fail to ensure that the statutory requirements with regard to religious education and collective worship are met.

The school's evaluation of its performance	This is good with a systematic programme of departmental reviews taking place in addition to performance management activities.
The strategic use of resources	Resources are used effectively and efficiently and the school applies the principles of best value satisfactorily but not systematically. Accommodation is barely adequate and standards, especially in design and technology, suffer.

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 school expects their children to work hard and do their best. • They would feel comfortable about approaching the school with questions or a problem. • Their children are making good progress in school. • Their children like school. 	<ul style="list-style-type: none"> • One in five respondents feel they are not kept well informed about how their child is getting on. • A similar proportion think the school could work more closely with them. • One in six feel that the amount of homework is too great or too small.

The inspectors' judgements fully endorse the positive points raised by parents. The school provides parents with regular and good quality annual reports. The school tries hard to work with parents. The school does set homework regularly; amounts do vary but are generally appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievements in the National Curriculum tests for 14-year-olds in English, mathematics and science have been well above the national averages in recent years and much better than those in similar schools.

1. The results in these tests in English were above the national average from 1997 to 2000. In 1997 results were very high. The proportions reaching the national standard of level 5 and also level 6+ were above the national figure in 2001. Pupils' overall grades were well above average in 2000 and the results in 2001 were similar to the previous year. The 2001 English results were in line with those in similar schools for level 5 and above but were better than those in similar schools for level 6 and above. There is no trend in these results. Over recent years, girls have remained a little further ahead of girls' national averages than boys have of boys' national averages.
2. The mathematics results at this stage have remained well above the national average in recent years with no obvious trend and a gap that varies from year to year. Compared with similar schools, an above-average proportion reached level 5 in 2001 and a well-above average proportion reached level 6. As in English, girls have done a little better than boys recently.
3. The science results for 14-year-olds show a distinct upward trend with a widening gap over national figures. In 2001 results were well above the national average and much better than those in similar schools for both level 5+ and level 6+ results. The level 6+ results in 2001 were particularly high. Boys and girls do equally well.

The proportion of pupils gaining five or more GCSE grades A* to C has been well above the national average in recent years and results have been better than those in similar schools.

4. The GCSE results for five or more grades A* to C were above the national average in 1997 and 1998 and well above it in 1999 and 2000. The 2001 figure was identical to that for 2000 but, taking into account pupils' prior attainment, it represented an improvement, as the *value added* measure was better. There has been a clear upward trend in GCSE results since 1997, as shown by pupils' average points scores. The improvements are faster than the national improvements.
5. Compared with similar schools, these results are above average. Boys' and girls' results have shown similar upward trends and, although girls have achieved better results than boys, the gap is not quite as wide as the national one. In 2001, almost a quarter of all GCSE results were graded A* or A, the highest ever in the school's history.

The GCSE results in 2001 in science, geology, modern foreign languages, music and religious studies were particularly good and pupils continue to do especially well in science, drama, food studies, geography, history, music and physical education.

6. The GCSE results in recent years have been above the national average in the vast majority of subjects. This was the case in 1999 in all subjects except art, where results were below average, and English literature and religious studies, where results were in line with the national average. In 2000, the picture was similar. In 2001 particularly good results were obtained in science, geology, modern foreign languages, music and religious studies.
7. The science results in recent years have been consistently good. Around 20 pupils were entered for the separate sciences of biology, chemistry and physics in 2001 (the figures were slightly smaller in earlier years). All achieved grades A* to C in biology and 95 per cent did so in chemistry and physics. All other pupils were entered for 'double' science and results were well ahead of national ones. In much of the science work observed, standards were higher than expected. Expectations are consistently high and pupils respond well to this.
8. The drama and geology results in 2001 were excellent. Drama has been a popular subject for several years, with around 40 candidates per year. Eighty seven per cent achieved grades A* to C, with 41 per cent being awarded A* or A grades. Only nine pupils were entered for geology but six of them were awarded A* and a further two achieved grade A. This has been a strong subject for many years, with pupils consistently doing well in it and often better than in most of their other subjects.
9. The modern foreign languages results have improved much in the last four years. Standards in these subjects were criticised in the last inspection. In 2001, 66 per cent achieved grades A* to C in French, with almost 40 per cent achieving A* or A grades. Sixty nine per cent achieved A* to C in German with a similar proportion of top grades. The *value added* measures show significant progress for many pupils and that many achieved their highest grades in modern foreign languages. Boys do especially well in modern foreign languages.
10. Only 15 pupils were entered for GCSE music in 2001 but 87 per cent achieved grades A* to C and about a half were awarded A* or A grades. Again, many pupils have done well in music in recent years with high *value added* measures. The demanding work in lessons and out of school activities results in high standards. A GCSE group observed listened carefully to musical excerpts, identified instruments and time signatures and used computers to aid good standards of composition based on an original theme.
11. Twenty-eight pupils were entered for religious studies in 2001 a typical figure for recent years. Eighty nine per cent achieved grades A* to C and 70 per cent achieved A* or A grades. This was a particularly good year for the subject, results having been more modest and close to average previously.

12. Results in the food studies aspect of design and technology were high in 2001, with 86 per cent achieving grades A* to C. Standards continue to be high, as seen in a lesson on the preparation of specialist diets. The skilled work of the knowledgeable teacher placed heavy demands on the pupils who responded enthusiastically, showing practical skills that were well above average. Results in this subject have been consistently good over recent years but *value added* measures have been more modest. The results in the child development course have also been consistently good recently.
13. The geography GCSE results were high in 2001, with 79 per cent achieving grades A* to C, and above-average results have been the norm for some time now. History results, especially for boys, have also been high in recent years. Seventy four per cent achieved grades A* to C in 2001 but *value added* measures were quite modest. The work observed in both these subjects was consistently of good quality, generally above average and better than would be expected.
14. Results in GCSE physical education were very good in 2001, with 75 per cent achieving grades A* to C. They have been significantly above average in recent years for boys and for girls, with clear *value-added* measures being the norm. The limited amount of work observed was of a good standard and pupils' achievements in a range of sporting activities are above average.

The school is especially good at caring for its pupils with sensitive support for those who need it.

15. There is a very effective pastoral system in place. Form tutors, who normally stay with pupils year by year as they progress through the school, have a good knowledge of pupils, academically and socially. Pupils share their problems confidently with teachers. There is a scheme (Kronos) whereby pupils can confide in staff with concerns of any nature and it is clear from discussions with pupils that this is very effective. Pupils' physical, emotional and intellectual needs are addressed very well.
16. Teachers know the pupils well and ensure that pupils' welfare, health and safety are carefully attended to. Day-to-day work in school ensures pupils learn in a safe environment. Pupils with special educational needs are given close support, either in mainstream lessons or small groups withdrawn from lessons. The school participates in a healthy eating campaign and is about to submit a bid under the Healthy Schools initiative. School meals are of good quality.
17. The pupils' personal development is supported well. The maturity of pupils, the care they show for each other and their willing acceptance of responsibility illustrate this amply. Pupils behave sensibly and attendance is very good; there are very effective procedures for monitoring behaviour and attendance. Particular measures are being implemented to improve the attendance of a small core of older, disaffected pupils.

18. Pupils' progress is monitored soundly in the main. Pupils' planners are used very effectively by pupils and teachers to help with this and to support effective links with parents.
19. There are sound policies and practice on health and safety. A few minor concerns were reported to the headteacher. The arrangements for child protection are very good and comply with all requirements.

Pupils have very good attitudes to learning, are keen to progress and get on very well with each other and with their teachers. They participate enthusiastically in the extensive range of extra-curricular activities.

20. Pupils' attitudes and behaviour were judged to be very good or better in more than a half of the 67 lessons observed. They were good or better in almost nine out of ten. Pupils are enthusiastic to learn, try hard to do well and are interested in their lessons. They settle quickly in class, listen attentively and behave sensibly. Most pupils remain on task, sustain concentration for long periods and co-operate with each other. They also get on with their teachers well.
21. The relationships between teachers and pupils are especially conducive to learning. Mutual respect is evident and the place of humour in many successful lessons is significant. Pupils clearly enjoy learning; teachers mostly enjoy the teaching. One eager Year 7 boy was over-heard saying 'I don't like music but I do love the lessons'. Similar enthusiasm was witnessed with great regularity. For example, in a Year 7 food studies lesson, the pupils arrived ahead of the bell and were eager to start their cooking. The pleasant relationships and very positive working atmosphere enabled a top set Year 9 mathematics group to achieve highly and progress well in spotting patterns from sequences. The competitive spirit, among boys especially, and the significant demands placed on the pupils contributed well to effective learning. In a successful Year 11 history lesson pupils worked very hard at improving essay writing. They achieved much in one hour because they listened well and tried hard.
22. There are many opportunities for pupils to learn outside lessons. Sport, music, drama and trips (home and abroad) feature prominently. Many teachers and pupils give up their time willingly to participate. Pupils are often in school early and stay late. Pupils talked with much enthusiasm about all that is on offer. Parents expressed a similar high level of satisfaction.

The school's provision for pupils with special educational needs and for all pupils' moral and social development is very good.

23. The school's provision for pupils with special educational needs was criticised at the time of the last inspection. This provision is now very good and these pupils progress well. The special educational needs department is co-ordinated effectively and support for pupils is targeted well, both in mainstream lessons and in withdrawal groups. All pupils who need Individual Education Plans have

them and these are of good quality. The monitoring of pupils' progress and attainment is good.

24. A Year 10 science lesson on metals consisted mainly of pupils on the special educational needs register and three of the pupils had statements of special educational need. The lesson was cleverly structured and pitched at the right level. Relationships between the teacher and pupils were excellent and explanations were lively and enthusiastic. The support assistant was deployed effectively and much good learning took place.
25. A Year 8 history class also consisted mainly of pupils on the special educational needs register. Work on the Civil War was facilitated by good resources for low attainers and help from an additional teacher. The pupils were given clear guidance and made much progress. The friendly, pleasant relationships and good use of praise also contributed to the good quality of the learning.
26. Provision for pupils' moral and social development is very good. Adults set first class examples to pupils and older pupils are good role models for younger ones. Pupils are aware of school rules and the Code of Conduct and respond well. Movement, despite the narrowness of corridors and stairways, is orderly and pupils show courtesy to each other and to adults. They respond well to the high expectations in this regard. The school successfully fosters values such as honesty, fairness and respect for truth and justice.
27. Pupils are encouraged to work co-operatively in lessons and they do so very regularly. A Year 8 art lesson on still life drawing illustrated this well. The pupils talked with enthusiasm about their work and shared in each other's success, one learning from the other. In a Year 9 music lesson, pupils praised each other's compositions and performances enthusiastically. Pupils who were reluctant to perform were also treated with respect by fellow pupils.
28. Pupils are given many opportunities to take on responsibility and they respond very well in this. They help with and participate in school productions, they act as reception staff for visitors to school, they help in the library and older pupils undertake duties as prefects. There is a head boy and a head girl and they are involved in staff appointments. Pupils represent their peers on a school council. Many represent their school in sporting events.

The leadership and management provided by the headteacher and key staff are very good with a clear vision for sustained improvement and appropriate action being implemented to secure change.

29. The headteacher has been in post for a little more than one year. He is extremely hard working and sets an excellent example to all his staff. The two deputy headteachers and assistant headteacher are also dedicated and hardworking, committed colleagues. The pastoral staff (heads of upper and lower school and heads of year) are very effective, competent and conscientious and heads of subject departments are, to a large extent, successful and capable.

30. The quality of school development planning is good. There is a good vision statement and there has been a very recent audit of achievements with a clear indication of what has yet to be achieved. Governors and senior staff work closely together and an agenda for further improvement is now in place. The school development plan is continually updated and now includes strategies for raising standards even more, with a particular focus on the A* to G results.
31. The style of management is very effective. Staff have a united approach and a shared commitment to improvement and morale is high. They respond well to the leadership provided by the headteacher, many reporting their confidence in him and in his senior colleagues and in the governing body. Communications in school are good, with regular staff briefings and meetings. Parents report their overwhelming support for and confidence in the school's management.

WHAT COULD BE IMPROVED

The proportion of pupils achieving five or more GCSE grades A* to G is not as high as it should be.

32. Despite achieving GCSE results that were well above average in 2000, based on the average points score per pupil, the proportion of pupils obtaining five or more grades A* to G was only average. When compared with similar schools, the average points score was above average but the five A* to G measure was well below average. The five or more A* to G figure remained the same in 2001 as in 2000 (93 per cent) and fell well below the school's target of 99 per cent.
33. The school acknowledges that this aspect of the GCSE results is not good enough and has now started to take action to improve results. The school has identified that a core of about 12-14 pupils per year had poor attendance in their final year, many of whom joined the school at the age of 15, and did not complete their GCSE courses in 2000 and 2001. It also acknowledges that the curriculum is not entirely appropriate for all pupils aged 15 and 16 and is seeking to offer vocational courses in September 2002. Other measures being proposed include better mentoring of pupils and more training of staff to help them cope better with disaffected pupils.

The GCSE art results are not good enough and have been below the national average in recent years. Those in design and technology (graphics and resistant materials) also need to improve. Standards in these subjects continue to lag behind those in most other subjects.

34. The GCSE art results have been below the national average for some years. In 2001, 36 per cent achieved a grade C or better, compared with the national figures of over 60 per cent in recent years. Pupils did not do as well in art as in their other subjects. In 2000 the art results were significantly below the national average for all pupils. Standards of work observed were not as high as would be expected.

35. Some aspects of design and technology are very strong, others are not so strong. The GCSE results in food studies and child development have remained significantly above average in recent years. Those in graphics and resistant material have been close to national averages. Pupils have achieved less well in the latter two subjects for several years than they have in the vast majority of their other subjects. The teaching approaches are too narrow, information and communication technology being used infrequently, for example and the facilities are barely adequate. Whilst accepting that art and aspects of design and technology are not doing well enough, the senior managers have not yet identified clearly enough the necessary strategies to raise standards.

The time for religious education for those not following the examination course in Years 10 and 11 is barely adequate. The statutory requirements for collective worship are not met.

36. Pupils not following a GCSE religious studies course in Years 10 and 11 devote too little time to religious education, barely enough for them to cover the requirements of the Agreed Syllabus for religious education. Assemblies cover a wide range of themes, many being of a religious nature. The quality of assemblies observed was very good and all pupils attend at least one assembly per week. Assemblies often constitute or include an act of worship but the requirement that all pupils attend an act of collective worship every day is not fully met.

Restricted funding results in inadequate accommodation, large classes and a shortage of resources. This hampers progress in cross-curricular information technology and in design and technology.

37. The school was funded below the national average in the financial year ended April 2000. It will not have a budget surplus to carry forward to the next financial year. The accommodation is not adequate but improvements are planned and will commence in the next year. The library has just been refurbished but is still barely adequate. The library stock is inadequate. The number of computers is below the national average, although it has increased considerably recently. Several departments make too little use of information and communication technology, some claiming that they have difficulty in obtaining access to machines at times that are convenient. In addition, facilities for design and technology especially are in need of refurbishment. Equipment is old fashioned, space is tight and there is too little space for displays of work. Another consequence of the tight funding is the unfavourable pupil to teacher ratio. The school's figure of 18 pupils per teacher is less favourable than the national average. The school has not made any significant bids for money from local or national initiatives with a view to raising standards and increasing its income.
38. The principles of best value are applied on an ad-hoc basis. Money is spent carefully, nonetheless. The recent audit report (May 2001) was critical of the standard of the systems and procedures in place concerning the school bank account, orders, inventory and the school budget. It anticipated that the

introduction of computerised systems and other measures in the near future would improve the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to sustain the current improvements and further the high quality of education provided, the governing body and senior staff should now:
- a) Implement the recently prepared action plan aimed at improving the proportion of pupils achieving five or more grades A* to G by:
 - improving the attendance and motivation of the identified group of potentially disaffected pupils (paragraph 33);
 - ensuring that an appropriate curriculum is provided for all pupils aged 15 and 16 with relevant vocational courses being available (paragraph 33);
 - mentoring identified pupils and monitoring their progress in a more systematic and effective way (paragraph 33).
 - b) Improve the GCSE art results and also those in design and technology (graphics and resistant materials) by ensuring that:
 - staff are fully supported, trained and up-to date with examination requirements (paragraph 34, 35);
 - accommodation and resources are adequate and appropriate (paragraph 37);
 - information and communication technology is used appropriately (paragraphs 35, 37);
 - a detailed action plan of the necessary strategies is produced (paragraph 35).
 - c) Provide all 15 and 16 year-old pupils with sufficient time to cover the requirements of the religious education Agreed Syllabus and ensure that all pupils attend a daily act of collective worship (paragraph 36).
 - d) Seek additional funding from local and national initiatives with a view to enhancing resources, especially those for information and communication technology, and so raising standards. Ensure that the principles of best value are applied systematically (paragraphs 37, 38).

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	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	18	25	18	0	0	0
Percentage	5	28	39	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1189
Number of full-time pupils known to be eligible for free school meals	95

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	39
Number of pupils on the school's special educational needs register	240

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	4.9
National comparative data	7.7

Unauthorised absence	%
School data	0.6
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 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	115	114	229

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	64	85	86
	Girls	93	94	90
	Total	157	179	176
Percentage of pupils at NC level 5 or above	School	69 (68)	79 (75)	78 (70)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	37 (32)	51 (52)	47 (36)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	68	81	75
	Girls	96	87	79
	Total	164	168	154
Percentage of pupils at NC level 5 or above	School	73 (78)	74 (59)	68 (77)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	45 (47)	41 (36)	35 (41)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2000	109	99	208

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	67	101	104
	Girls	66	92	99
	Total	133	193	203
Percentage of pupils achieving the standard specified	School	64 (60)	93 (92)	98 (98)
	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	45 (44.2)
	National	38.4 (38.0)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	1178
Any other minority ethnic group	6

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	65
Number of pupils per qualified teacher	18.0

Education support staff: Y7 – Y11

Total number of education support staff	20
Total aggregate hours worked per week	380.2

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	77.0
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Average teaching group size: Y7 – Y11

Key Stage 3	26.2
Key Stage 4	21.4

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9.5
Number of teachers appointed to the school during the last two years	11.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	27	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
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	£
Total income	2,864,525
Total expenditure	2,844,489
Expenditure per pupil	2412
Balance brought forward from previous year	26,605
Balance carried forward to next year	46,641

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1150
Number of questionnaires returned	260

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	48	5	2	1
My child is making good progress in school.	46	47	4	2	1
Behaviour in the school is good.	22	63	6	0	9
My child gets the right amount of work to do at home.	27	56	13	3	2
The teaching is good.	32	54	4	1	9
I am kept well informed about how my child is getting on.	29	46	17	3	4
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	1	2
The school expects my child to work hard and achieve his or her best.	57	38	2	0	3
The school works closely with parents.	27	50	17	2	4
The school is well led and managed.	37	50	3	0	9
The school is helping my child become mature and responsible.	45	43	5	0	6
The school provides an interesting range of activities outside lessons.	52	37	3	0	7