

INSPECTION REPORT

HOLBROOK HIGH SCHOOL

Holbrook, Ipswich

Suffolk

Unique reference number: 124848

Headteacher: Mrs J Lee

Reporting inspector: Ms J Jones
12460

Dates of inspection: 9th October – 11th October 2000

Inspection number: 223719

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 to 16 years

Gender of pupils: Mixed

School address: Ipswich Road
Holbrook

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Stodart

Date of previous inspection: 13th – 17th November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holbrook High School is a comprehensive school with 438 pupils aged 11 to 16. There are slightly more boys than girls, with the biggest imbalance in Year 10. The school is smaller than average for its type. The proportion of pupils on the register of special educational needs is below average, the proportion of pupils with statements of special educational needs is broadly average. There are very few pupils from ethnic minorities or whose home language is not English. There are no pupils at an early stage of acquiring English. The proportion of pupils registered for free school meals is low when compared with the national average and the general attainment of pupils on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. Teaching is very good and pupils reach high standards in all areas of the curriculum. The school is well led and managed and provides good value for money.

What the school does well

- Very good teaching enables pupils to learn well and reach high standards.
- Teaching in history and modern languages is exceptionally good.
- The school encourages a friendly and purposeful atmosphere in which pupils enjoy working and in which good relationships thrive.
- Pupils grow into responsible citizens, keen to accept responsibility within their community.

What could be improved

- Assessment is based too much on pupils' effort and not enough on their attainment, so that information to parents does not tell parents enough about their children's progress and targets for individuals or for the whole school are not accurate enough.
- There are insufficient up-to-date computers and so the use of information and communication technology (ICT) is below average although it is developing fast.

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 November 1995. Improvement since then, when the school had many strengths, is satisfactory. The school has maintained the high standards noted in the previous report, and test and examination results have risen. Teaching, which was good at the time of the previous inspection, is now very good. Provision for pupils with special educational needs has improved and now meets the code of practice. Links with primary schools, which were weak before, are now very good. Some of the issues identified in the previous report are still outstanding. There has been some, but not enough, improvement in the provision of ICT. The school has increased the time for religious education but there is still insufficient time allowed in Years 10 and 11. Information about pupils' attainment on entry is better used now to match work to what pupils know and can do, but in mixed ability lessons in English and mathematics in Year 7, some of the work is still too easy for higher attainers.

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
	1997	1998	1999	1999
GCSE examinations	A	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Test results in English, mathematics and science at the age of 14 are above average, but in 1999 they fell below the average for schools where a similar proportion of pupils is entitled to free school meals. Fewer pupils gained the highest grades in English than in mathematics or science. Girls' test results are better than those of boys. The trend over the last four years has been upwards, in line with the national trend.

GCSE results have been well above average for the last four years, and in 1999 there was a reduction in the number of pupils who did not achieve any A* to G grades. The trend is upwards, by a lower rate than the national trend. This is to be expected where results are well above average. Results are well above average compared with those of pupils in similar schools. Standards in English are very high and in 1999, girls' results were particularly good. Results in mathematics have been close to the national average and pupils get lower grades in mathematics than in their other subjects, although the difference has diminished over the last three years. Boys' results were significantly below average in 1999. Results in history are particularly high. In most subjects, girls did better than boys by more than the national difference. The biggest gap was in English. However, the school is making a big effort to raise the attainment of boys, and in 2000, boys improved significantly. Results in mathematics, particularly for boys, improved in 2000. Pupils with special educational needs achieve higher grades at GCSE than could be expected from their attainment when they started in Year 7.

Standards seen in the inspection bear out the examination and test results except in mathematics where inspectors saw higher attainment than test and examination results indicate, due to recent changes in staffing and resources in mathematics. Standards seen in mathematics lessons were generally above average and the highest attaining Year 9 and Year 11 mathematics classes were well above average, with boys doing at least as well as girls. Attainment in all subjects was rarely below average and in nearly half of all the lessons, standards were well above average.

The school tries to set realistic but ambitious targets. However, in such a small school, a few pupils have a big effect on percentage results. The school set high targets for GCSE results in 2000 and failed to meet them. Targets for 2001 are higher and may be too high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and many enjoy taking part in other activities such as sports and school productions.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils respect the school's code of behaviour and rarely need to be reprimanded. There are usually few exclusions. Last year there were more because of a few isolated incidents caused by a few pupils.
Personal development and relationships	Excellent relationships at all levels underpin the work of the school. Pupils are confident and able to express opinions freely to teachers and each other in the knowledge that they will be listened to with respect and their ideas valued. They enjoy taking some of the responsibility for the smooth-running of their school.
Attendance	Very good. Attendance is well above average and unauthorised absence is negligible.

TEACHING AND LEARNING

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

Teaching is very good. During the inspection, teaching in all lessons was satisfactory or better, in 71 per cent it was good or better and in 41 per cent of lessons it was very good or excellent. Teaching in English is usually good; in many lessons teachers' effective use of questions to make pupils explore ideas in depth leads to very good progress. In mathematics, teaching is mainly good, with some very good teaching, where teachers make high demands of pupils and help them to build their confidence. In both mathematics and English, the least successful lessons are in Year 7 mixed ability groups where, although most pupils learn well most of the time, there are occasions when the most able do not have enough challenging work and have to wait for the rest of the class.

The school has a recent and well planned strategy for ensuring that literacy is taught within all subjects and this is beginning to improve pupils' spelling and ability to write well about a range of topics. Numeracy is a new initiative and the teacher in charge has made a promising start. Science is well taught in all years; practical investigations are well linked to theory so that pupils are able to explain their results with understanding and confidence. Teachers are good at asking questions that stimulate pupils to recall what they already know and apply this knowledge. Teaching in history and modern languages is exceptionally good. In most lessons, teachers make the work suitable for all pupils by challenging higher attainers with harder work and helping slower learners to learn step-by-step. Pupils with special educational needs are generally well supported and encouraged, although individual

education plans are too imprecise to help teachers meet particular learning difficulties in all subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a broad range of subjects for a small school and in Years 10 and 11, a good alternative course is provided for a small group of pupils for whom the full range of GCSE is inappropriate. Careers education is satisfactory and work experience well managed. The statutory curriculum for information and communication technology in Years 7 to 9 is not fully covered and in Years 10 and 11, the school does not teach the full syllabus for religious education as required.
Provision for pupils with special educational needs	Good. Pupils are assessed regularly and their progress monitored well. Teachers are sensitive to pupils' needs. Outside help from a range of specialists is used well for pupils with particular needs. Individual education plans are too general to be fully effective and subject teachers are not sufficiently involved in seeing how their subjects can help pupils meet their targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for social development is excellent; pupils learn to live and work together and make their individual contributions to the community. Moral development is very good; pupils know right from wrong and are encouraged to explore difficult moral issues such as the ethics of some medical procedures. Provision for cultural development is good; pupils learn about other cultures and enjoy creative arts. Provision for spiritual development within subjects is good; pupils think about fundamental questions underlying daily life, however, assemblies do not give pupils enough chance to reflect on such ideas.
How well the school cares for its pupils	Pupils are well cared for. The school is a safe environment and pupils' health and welfare are safeguarded. There are good procedures for ensuring that all teachers know and apply the correct practice for child protection. Pupils' work is marked regularly and pupils helped to see how they can improve individual pieces of work. The school does not place enough emphasis on measuring accurately how pupils are doing in relation to national standards, particularly in Years 7 to 9.

Parents are keen to see their children succeed and feel that the school provides a good standard of education. There is a successful partnership between school and parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good. The school achieved very high standards under the former headteacher and the new headteacher has already established ways to move forward from this high base. The educational direction and ethos of the school is very clear and focused rightly on high standards of work and behaviour. There are well qualified staff in all key roles. They are clear about their responsibilities and fulfil them well.
How well the governors fulfil their responsibilities	Satisfactory. Governors know the school well and play a full part in making decisions. They are aware of the need to improve provision for information and communication technology and have worked to increase the number of computers available to pupils.
The school's evaluation of its performance	The school has good systems for evaluating the effectiveness of teaching. Evaluation of standards is based too much on the efforts made by pupils rather than on standards achieved. This leads to a lack of clarity in reporting pupils' progress to parents and to inaccuracies in setting targets for GCSE grades.
The strategic use of resources	The school uses resources efficiently and spends grants wisely. Money from the National Grid for Learning is being used very well to improve the school's aging stock of computers. The school applies principles of best value effectively when buying and using resources and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • There is some inspirational teaching. • Teachers have high expectations and the school's results are good. 	<ul style="list-style-type: none"> • Information about pupils' progress and attainment, which is not precise enough or frequent enough.

The inspection team agreed that standards are high and teaching is often very good and sometimes excellent. They also agreed that parents do not know enough, either about what pupils are studying or how well they are doing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching enables pupils to learn well and attain high standards.

1. The school has made a big effort to improve teaching from the already high standard noted in the previous report. Work on monitoring teaching and sharing good practice shows in the consistency of teachers' approach. Teachers' individual styles are distinctive, but particular elements of good practice, such as good marking, effective questioning and good planning are common to all lessons. Teachers have worked hard to understand and apply strategies that suit the ways boys learn best and are succeeding in raising boys' attainment. In 2000, boys' GCSE results improved significantly and the gap between boys and girls narrowed in most subjects, including English and mathematics. In science, the improvement was such that boys overtook girls for the first time in several years.
2. Teachers' knowledge is very good and this shows in the enthusiasm they have for their subjects. Most are skilled at harnessing pupils' own natural sense of curiosity. In subjects across the curriculum, teachers question pupils closely, both to find out how well pupils are learning and to stimulate pupils into looking more closely at the topic being taught. A notable feature of pupils' response is the way in which they in turn question their teachers. In a Year 11 science lesson on electricity, the teacher demonstrated the effect of changing the voltage through different components and asked pupils to explain why some obeyed Ohm's law and some, such as a lamp filament, did not. Pupils were able to explain this using a simple model of resistance in a wire. They then wanted a similarly satisfying explanation for the behaviour of a diode because they were not content to simply accept that a diode allows current in one direction only. This refusal to accept facts without explanation leads to pupils gaining a deep understanding of what they are learning and a sense of ownership of what they know. It also helps pupils to remember and apply what they learn and this helps them to reach standards that are well above average in almost all subjects.
3. Teachers plan their lessons well, and base their planning on secure understanding of how pupils learn. They recognise that children learn best when they are actively involved and when they have to explain ideas for themselves. In a Year 9 mathematics lesson, the teacher gave all the pupils a set of questions and asked several to work on transparent sheets of acetate rather than in their books. When they had finished, he used one of the transparencies on an overhead projector to show the rest of the class how this pupil had worked through the problem. Later in the lesson, the teacher asked one pupil to work at the board while the rest used their books. These strategies helped pupils to share ideas and to feel that their ideas were being valued and used to help the whole class to learn. This is leading to higher standards in mathematics; GCSE results are lower than other subjects, but are rising.
4. Teachers use most resources well. In many lessons a number of carefully planned activities contribute to reinforcing the theme of the lesson and help pupils to maintain their concentration throughout. Video clips are built into lessons to stimulate discussion or illustrate a point. Pupils never watch long programmes passively. In a Year 7 French lesson, pupils watched a brief passage to reinforce new words and put them in context so the pupils could use some of the new words themselves when answering questions. In a science lesson on the composition of air, the teacher used a short cartoon sequence to remind pupils of Priestley's experiments. The cartoon consolidated pupils' ideas so that they were able not just to describe the experiments,

but also explain accurately why a mouse in a sealed bell jar dies quickly, but stays alive if there is also a plant in the jar. In a Year 11 chemistry lesson, the teacher used a short video clip to illustrate practical applications of the polymer chemistry pupils had been exploring with model molecules. Where computers are available, teachers use them effectively. In a mathematics lesson on discovering the solution to equations that cannot easily be solved by usual methods, two boys who finished ahead of the class set up a spreadsheet for the calculation the class had been doing with calculators and were able to show the whole class the advantage of using a computer in this case.

5. In all lessons, teachers are aware of the need to use language accurately and develop pupils' knowledge of technical terms. In a Year 8 food technology lesson the teacher took care to ensure that all pupils knew the term 'gelatinisation' by describing it and asking them to remind her of occasions when they had seen the process. The pupils had to think hard about work they had done some weeks before and the teacher made sure they associated the word with both earlier work and the current lesson. New words are written clearly on card and displayed on notice boards in classrooms and pupils are asked to build their own dictionaries in their planners. Many do this conscientiously, and with pleasure. Pupils respond well and are becoming confident in their speech and writing, using technical terms appropriately. They express themselves clearly and often persuasively. In a debate in a Year 11 religious education lesson on the ethics of killing, pupils responded to the sensitive way the topic was introduced with maturity and consideration for each others' views.

Teaching in history and modern languages is exceptionally good.

6. Teaching and learning in history and modern languages are particular strengths. Pupils speak of their teachers with pride and respect and results in the subjects are very good. History is a very successful subject for boys. They get better grades in GCSE in history than in any other subject. In both subjects, the teachers' knowledge and skills are very good and they continually challenge pupils to think and learn better. Pupils are fully absorbed in their work and enjoy learning for its own sake.
7. In both subjects, the pace of lessons is brisk and lessons are well planned and rigorous. Pupils are told clearly what to do and given time limits for each activity. Teachers use familiar ideas and objects to help beginners establish their basic vocabulary. In a Year 7 French lesson, pupils learned the vocabulary for writing materials by learning the words for the contents of their pencil cases and answered and asked questions about pens and pencils. Pupils were able to practise their French by talking about these everyday items while handling and showing them. The teacher consolidated the learning by asking pupils to match cards with French words and phrases to cards with appropriate pictures. Pupils were questioned in excellent French and all responded with good accents. A short video clip with a native French speaker was used to reinforce the learning, and the teacher used the foreign language as far as possible with this class of early learners. Lower attaining pupils were given fewer and simpler words to learn and encouraged to succeed at this. Higher attainers were expected to respond at greater length and took delight in speaking in short sentences.
8. In history lessons, pupils are given a rich variety of experience. Teachers challenge pupils to think as historians; in all years they use rigorous techniques for organising and analysing historical source material. History lessons make a substantial contribution to pupils' literacy because pupils are not only expected to write at length, but are shown techniques for organising a range of material and drawing on this to argue a point of view. Teachers show pupils how to structure their written work and

expect pupils to plan, draft and redraft their work to achieve the high standard demanded of them.

9. Lessons have clear objectives and teachers explain to pupils what is required of them, making sure all understand. Work for pupils with special educational needs is adapted to be suitably challenging but not beyond reach. In a Year 9 lesson, pupils were starting their individual projects on the plains Indians of North America after discussing the range of sources and ways of interpreting such information. Pupils handled a wide range of stimulus material, from very good texts to CD-Roms and short clips from recent relevant films, because they have been taught to interpret information from different sources. Pupils' understanding of the causes and consequences of events clearly improved as they worked through the tasks at their own rate.
10. Pupils enjoy learning history because they are expected to show a commitment to the subject by thinking for themselves and backing up their arguments with well-chosen evidence from a range of historical sources. In a very well planned lesson on the history of medicine, the teacher challenged Year 11 pupils to support or refute the hypothesis that medical provision improves over time. Pupils matched historical sources to the chronology they had already established to discover, to the surprise of some, that ideas and discoveries do not develop steadily over a long period. Their critical curiosity enabled them to feel what it is like to be a historian using historical evidence to uncover the past and understand their own time.

The school encourages a friendly and purposeful atmosphere in which pupils enjoy working and in which good relationships thrive.

11. Pupils and teachers recognise the advantage of working in a small school where people know each other well. However, good relationships are not left to chance but are actively encouraged through the structure of the pastoral system.
12. The sense of belonging and being known starts before pupils come to Holbrook, through the very good links with primary schools. These links have been greatly strengthened since the previous inspection and now include some imaginative and effective features. The pastoral co-ordinator meets heads of primary schools every term and visits each school for an intensive session to talk to the primary headteachers about every child and to tell Year 6 pupils about Holbrook. These visits are followed by an induction visit for parents and a day in school for Year 6 children. In addition, there are joint projects in science and English which pupils start in Year 6 and continue into Year 7. In science, pupils start investigations such as the effectiveness of tea-bags in Year 6, using very attractive booklets produced by the school. They bring these with them to Holbrook where they complete the investigation in the science laboratories. In English, pupils in Year 6 start their last term's work in primary school in Holbrook exercise books, and continue working in these in Year 7. This not only helps pupils to feel at home but also enables teachers in both phases to work with common standards.
13. Pupils naturally behave well in such a supportive atmosphere and cope very well with the limitations in the school's accommodation. The school is growing and the corridors are not wide enough for so many pupils to move comfortably round the school when lessons change. The school keeps the movement to a minimum by having only five lessons a day, each lasting one hour. While these lessons would be too long for pupils in many schools, the good behaviour, exciting teaching and positive attitudes of the pupils mean that lessons never seem too long. When pupils do move around the building they are orderly and friendly. Where corridors are very crowded

there is some jostling but it is always good natured and older pupils are careful to see that younger ones are not hurt or intimidated.

14. Relationships at all levels are built on mutual respect and liking. Teachers and pupils listen to each other with interest and respect. In such an atmosphere it is rare for pupils to need reprimanding beyond an occasional reminder to pay attention. Pupils speak with confidence and assurance when asked to contribute to lessons, and they make visitors feel welcome and at home. The good behaviour and relationships extend beyond school hours and behaviour on school buses is good.

Pupils grow into mature citizens, keen to accept responsibility within their community.

15. The school encourages pupils to feel they have a role in running the school and gives them good opportunities for accepting responsibility and developing qualities of leadership. Older pupils are encouraged to become prefects. They are given training to meet the school's exacting standards and they carry out their duties responsibly. These include supervision of younger pupils at lunchtime. Prefects manage the dinner queues, doing some duties more often associated with lunchtime supervisors and organise the younger pupils with authority and good humour. They set a good example to younger children who notice how helpful and friendly the older pupils are. Year 7 pupils commented that they really liked the way older pupils sat with them at lunchtime and talked to them.
16. The school council consists of representatives of all the forms and is chaired by older pupils in turn. It is very effective in giving all pupils a voice. Meetings are planned in advance, minutes are kept and distributed to all classes, and pupils take their roles as councillors very seriously. The teacher who oversees it has a very light touch, only intervening to move discussion on occasionally or to answer questions on behalf of staff. In the council meeting during the inspection, an item about the possibility of pupils taking assemblies was discussed by pupils of all ages. Pupils spoke with confidence and common sense, examining the possibilities with insight. They rejected a suggestion that all classes should take a turn because they did not want anyone to feel pressured to take part and they felt that assemblies would be better led by pupils who had volunteered. All representatives had consulted their forms before the meeting and even the youngest, who have been in school for less than half a term, were able to raise points confidently and sensibly. They were clearly keen to take the response of the council back to their colleagues.
17. About half of the pupils in Year 10 helped Year 7 to settle into school through a well structured system of mentoring that started when the mentors were in Year 9. Volunteers were interviewed in the Summer term and given the responsibility of taking Year 6 pupils to lessons on their induction days, and helping them find their way round and understand the routines. These pupils acted as mentors when Year 7 arrived in September, welcoming those pupils they had already got to know. Year 7 pupils appreciate the help from their mentors and said it made a big difference to helping them settle in. Year 10 pupils take their responsibilities seriously and go out of their way to help the younger ones in a number of ways such as playing football with them at break and lunchtimes.

WHAT THE SCHOOL COULD DO BETTER

Assessment is based too much on pupils' effort and not enough on their attainment, so that information to parents does not tell parents enough about their children's progress and targets for individuals or for the whole school are not accurate enough.

18. Pupils' work is marked regularly and teachers point out mistakes and show what could be done to improve. However, grades are often given only for pupils' effort, and particularly in Years 7 to 9, pupils and teachers do not record enough information about pupils' levels of attainment. The focus on effort is commendable and helps to motivate pupils, but the lack of accurate assessment of pupils' standards has repercussions in a number of areas:
- Parents feel they do not know enough about their children's progress. This is evident from replies to questionnaires in which over 15 per cent of parents, who were otherwise very pleased with the school, felt they needed more information about progress. As there was a high proportion of returned questionnaires – over 50 per cent – this is a significant number. At the parents' meeting, a number of parents expressed the same concern, and several letters to the registered inspector confirmed this.
 - The school does not have sufficient information about individual pupil's attainment to reinforce its target-setting for GCSE results. The low numbers of pupils in each year group mean that accurate target-setting is difficult since a small number of pupils doing better or worse than expected have a disproportionately large effect on the percentage reaching the expected grades. It is important therefore to have as much information as possible about individual pupils' attainment prior to setting targets for the year group.
 - There are some mathematics and English lessons in Year 7 where pupils are taught in mixed ability groups and teachers take insufficient account of pupils' different levels of attainment. In these lessons, high attainers sometimes have to wait for the rest of the class to catch up, and low attainers find the work too difficult.
 - While teachers show pupils what they have to do to improve, and inspire them to do well, pupils, particularly in Years 7 to 9, do not have a chance to measure themselves against external benchmarks such as the levels described by the National Curriculum and do not therefore learn to measure their own progress and set themselves targets.
 - Teachers do not have enough accurate information to be able quickly to identify pupils who have gifts or talents in particular areas, or to set accurate targets related to particular subjects for pupils with special educational needs.
19. The school has this term recognised the need for more accurate information about pupils' levels of attainment and there are already good plans in hand to assess pupils' standards against agreed criteria and report these standards to parents.

There are insufficient up-to-date computers so the use of information and communication technology is below average although it is developing fast.

20. The school has made considerable improvements in the quality of information and communication technology equipment recently but is having to recover from a period of low investment. The information and communication technology co-ordinator is a recently appointed deputy headteacher who is in a good position to see how information and communication technology is used throughout the school and to push forward the necessary changes. He has established a good plan for moving the school forward and ensuring that grants for equipment are well spent and that teachers get enough training to make greater use of information and communication technology than at present.
21. This effective long-term planning means that the school is on course to meet all National Curriculum requirements within the next two years, but at present, the curriculum for information and communication technology is not being met for all pupils and is not used as much as it should be in all subjects.
22. Pupils in Year 11 have suffered most because provision has been inadequate for most of their time in school and because Years 10 and 11 do not have separate information and communication technology lessons. In Years 7 to 9, pupils have separate lessons for ICT and are developing good skills in handling information through spreadsheets and using word processing to present work. However, pupils are not yet able to use computers routinely for control, modelling or measuring.
23. Within subjects, the use of computers is patchy. The history department uses computers for word processing, desktop publishing and research on the Internet. Computers are occasionally used in mathematics and in science, the new head of department is introducing some datalogging in Year 7. The computers in the design and technology department are out of date and unsuitable for the part of the curriculum that requires computer-aided design and computer-aided manufacturing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the high standards and raise attainment still further, the school should:

- Improve assessment of pupils' attainment in all years, and particularly in Years 7 to 9 and make use of the information gained to:
 - tell parents more clearly how their children are doing and what they need to do to improve;
 - set targets for all pupils that can be measured, setting out precisely what they need to improve and how they are to do it;
 - enable teachers to play a part in setting targets for individual education plans for pupils with special educational needs, and identifying pupils with exceptional talents;
 - improve the accuracy of targets for the school's success in GCSE.
- Improve pupils' access to information and communication technology so that:
 - all pupils experience the full range of information and communication technology skills required by the National Curriculum;
 - computers are used to meet the requirements of the curriculum and improve learning in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	32	32	26	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

Number of pupils on the school's roll	438
Number of full-time pupils eligible for free school meals	26

Special educational needs

Y7 – Y11

Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	93

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.1
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
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
	1999	54	35	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	30	41	40
	Girls	33	29	28
	Total	63	70	68
Percentage of pupils at NC level 5 or above	School	71	79	76
	National	63	62	55
Percentage of pupils at NC level 6 or above	School	11	47	38
	National	28	38	23

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	34	41	39
	Girls	31	30	30
	Total	65	71	69
Percentage of pupils at NC level 5 or above	School	74	81	78)
	National	64	64	60
Percentage of pupils at NC level 6 or above	School	41	47	61
	National	31	37	28

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
	1999	26	43	69

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	16	26	26
	Girls	33	42	42
	Total	49	68	68
Percentage of pupils achieving the standard specified	School	71	99	99
	National	46.6	90.9	95.8

GCSE results	GCSE point score
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Average point score per pupil	School	48
	National	38

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	0
	National		0

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	438
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	4
Other minority ethnic groups	0	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)	28
Number of pupils per qualified teacher	15.6

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	136

Deployment of teachers: Y7 – Y11

Financial information

Financial year	1999-2000
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	£
Total income	1177950
Total expenditure	1183557
Expenditure per pupil	2772
Balance brought forward from previous year	28545
Balance carried forward to next year	22938

Percentage of time teachers spend in contact with classes	70.8
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Average teaching group size: Y7 – Y11

Key Stage 3	22.9
Key Stage 4	21.4

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	438
Number of questionnaires returned	232

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	53	6	1	3
My child is making good progress in school.	36	50	4	0	10
Behaviour in the school is good.	23	58	7	0	12
My child gets the right amount of work to do at home.	14	59	16	2	8
The teaching is good.	27	58	3	0	12
I am kept well informed about how my child is getting on.	17	50	13	4	16
I would feel comfortable about approaching the school with questions or a problem.	38	47	7	3	6
The school expects my child to work hard and achieve his or her best.	45	48	2	0	6
The school works closely with parents.	14	55	15	5	12
The school is well led and managed.	25	51	5	2	17
The school is helping my child become mature and responsible.	31	48	7	0	13
The school provides an interesting range of activities outside lessons.	23	36	13	5	23

There was a higher than usual number of responses in the 'don't know' category because the inspection was held near the beginning of the school year and many parents of Year 7 pupils were unable to answer some of the questions.