

INSPECTION REPORT

BALSHAW'S C of E HIGH SCHOOL

Leyland

LEA area: Lancashire

Unique reference number: 119775

Headteacher: Miss J Venn

Reporting inspector: Ross Maden
(OFSTED No: 2793)

Dates of inspection: 31 October - 2 November 2000

Inspection number: 223765

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary controlled
Age range of pupils:	11-16 Years
Gender of pupils:	Mixed
School address:	Church Road Leyland Preston Lancashire
Postcode:	PR5 2AH
Telephone number:	01772 421009
Fax number:	01772 458213
Appropriate authority:	The governing body
Name of chair of governors:	Mr J.W.M. Otter
Date of previous inspection:	October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Ross Maden (OFSTED No: 2793)	Registered inspector
Janet Garland (OFSTED No: 9214)	Lay inspector
Geoffrey Binks (OFSTED No: 8216)	Team inspector
Christine Harrison (OFSTED No: 4145)	Team inspector
David Lee (OFSTED No: 11548)	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Balshaw's Church of England High School is a voluntary controlled mixed comprehensive educating boys and girls in the age range of 11-16. There are 903 pupils and the school population is stable. The proportion of pupils eligible for free school meals is 6.1 per cent which is below the national average. Nine pupils have English as an additional language but none of these pupils is in the early stages of learning English. The school is over-subscribed with pupils coming from local primary schools in Leyland and the surrounding district. There are 99 pupils on the special needs register and 19 of these have statements of special educational needs. These figures represent percentages which are below the national averages for the number of pupils on the special needs register and in line with national averages for the number of pupils with statements. Pupils' attainment on entry is slightly above the national average.

HOW GOOD THE SCHOOL IS

Balshaw's C. of E. High School is a very effective school and the number of strengths far outweigh 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 good. The quality of teaching is consistently good. There are very good arrangements to support all pupils. The school is well led and has clear strategies for raising achievement. The school has made good progress since its previous inspection. It provides very good value for money.

What the school does well

- Pupils achieve very good GCSE results.
- The school provides a very wide range of extra-curricular activities which are well supported by a large proportion of pupils.
- Pupils benefit from the good quality of teaching.
- The school benefits from good leadership from all those with management responsibilities.
- Most pupils have very positive attitudes towards learning and their behaviour is good.
- The school provides many opportunities for pupils to take positions of responsibility within the school and pupils respond very positively to these opportunities.

What could be improved

- The poor quality of accommodation, especially for music and history, has an adverse impact on the quality of learning.
- Teaching time is lost at the start of lessons because the school does not provide time for pupils to move between lessons.
- The allocation of time for some subjects at Key Stage 4, especially modern foreign languages, has an adverse impact on standards.
- Pupils' understanding of their own attainment in relation to national standards at Key Stage 3 could be improved.

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 October 1995, very good improvements have been made. In 1995 49.5 per cent of pupils gained five GCSE grades A*-C and this has increased to 65 per cent in 2000. Good levels of attendance and the low levels of exclusions have been maintained over the same period. In tackling the key issues identified in the last inspection report the governors have made good progress as have departments in responding to other weaknesses identified in the previous report. Improvements have been made in these areas and are no longer weaknesses. There have been improvements in ensuring that a balanced curriculum is provided for all pupils. There is now a closer relationship between development planning and financial planning and there is an improved involvement of subject and pastoral leaders in the planning, monitoring and evaluation of educational provision. The quality of teaching has improved since the last inspection when nearly 90 per cent of lessons were judged to be satisfactory or

better. This has improved to 100 per cent of lessons being judged satisfactory or better in 2000. The school is well equipped for further improvement.

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	2000
GCSE examinations	B	B	A	A

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

Results in the 1999 National Curriculum tests for 14 year olds were well above the national average and above average when compared with schools taking pupils from similar backgrounds. Results in English, mathematics and science were all well above the national average. In comparison with similar schools, results in mathematics were above average and those in English and science were average. Girls did better than boys in the 1999 tests but in earlier years, and in 2000, the situation was reversed. The test results improved between 1996 and 1999, matching the national trend. Results in 2000 were similar to those in 1999 except that English results were not quite as good as in 1999 and science results showed a significant improvement. Pupils achieve well at the age of 14 in relation to their attainment on entry to the school.

In the 1999 GCSE examinations, pupils' average points score was well above both the national average and the average for similar schools. The proportion of pupils gaining five or more grades A* to C was well above the national average but only average compared with similar schools. This proportion increased significantly in 2000 and was well above the 1999 average for similar schools. All pupils in the school gained at least one grade A* to G in both 1999 and 2000. In this respect the school's results are in the top five per cent of schools nationally and indicate particularly good achievement by the lowest attaining pupils in the school. Girls gain better GCSE results than boys, reflecting the situation nationally. In 2000 all pupils gained 5 or more GCSE A*-G grades. The highest GCSE results in 1999 were in information technology, religious education, history, business studies and drama; the lowest were in French. GCSE results have improved, at a faster rate than that found nationally, since 1994. Pupils achieved well in GCSE examinations, particularly in 2000, in relation to their attainment both when they entered the school and at the end of Key Stage 3. The school's targets for its GCSE examination results were exceeded in 2000 and have been adjusted for 2001 but are, at present, relatively unchallenging for this school. They are to be re-considered shortly.

In the work seen during the inspection, standards at the age of 14 and 16 broadly reflect those indicated in recent test and examination results. The attainment of middle and higher attainers at the age of 16 matches that shown in the better GCSE results for these pupils in 2000. In science and French, pupils' attainment at the age of 16 matches the national average but pupils do not achieve as well in these subjects as they do in other subjects in the school. In French, pupils' progress and their eventual attainment in GCSE examinations are affected by a shortage of teaching time for the subject. In science there are insecurities in some pupils' knowledge of earlier topics. This is partly the result of staffing difficulties in recent years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes to learning are reflected in their capacity to concentrate in lessons and their willingness to work hard.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school, displaying courtesy to each other and to adults. Pupils show respect for property and buildings.
Personal development and relationships	Pupils show a high level of maturity in the way they move to lessons and settle quickly to work. The opportunities for pupils to exercise responsibility are wide and willingly undertaken.
Attendance	Attendance rates are above the national average and were very high during the inspection week. Unauthorised absence is in line with national figures.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	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 and learning is good. Teaching was satisfactory or better in 100 per cent of lessons seen. 75 per cent of lessons were judged to be good or better and 33 per cent were judged to be very good. This represents an improvement since the previous inspection.

Teaching is very good in English throughout the school. In mathematics, teaching is good overall in both Key Stages 3 and 4 although individual lessons observed varied in effectiveness between very good and satisfactory. Teaching in science is good in Key Stage 3 and satisfactory in Key Stage 4.

Teachers are appropriately qualified and know their subjects well. In most lessons they communicate enthusiasm in their teaching and they have high expectations of what pupils should achieve. Most lessons engage pupils successfully in their learning using a range of styles and activities. Very effective teaching was observed in lessons in art, drama, English, French, design and technology, information and communications technology, mathematics, religious education and physical education. In contrast some history lessons are too heavily teacher directed and some science lessons proceed at a rather slow pace.

The school has an effective literacy policy in place. All subject areas contribute to the development of a wider specialist vocabulary. Reading, writing and spelling skills are taught well in English lessons, building on primary school literacy work. Numeracy is taught effectively in mathematics and is reinforced in other subjects. The school makes good provision for the support and teaching of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are provided with a wide variety of learning opportunities. The introduction of GNVQ courses has broadened opportunities for pupils in Years 10 and 11. There is a very good provision of extra-curricular activities, visits and trips. There is a weakness in the small amount of teaching time for modern foreign languages in Key Stage 4.
Provision for pupils with special educational needs	Pupils with special educational needs receive skilled and effective support in lessons and make progress which matches that of others in their teaching groups. The short 'booster' sessions for some pupils in the learning support department are very carefully planned and successful in tackling specific weaknesses.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. The values and attitudes taught by the school affirm the Christian ethos and provide pupils with opportunities for their spiritual development through a daily act of collective worship and through art, literature and music. Pupils' cultural awareness continues to grow and they have an appreciation of the diversity of cultures within Britain.
How well the school cares for its pupils	The school cares well for its pupils. The strong house system provides good pastoral support and helps to create a feeling of belonging from the earliest days in school. Child protection is effective and pupils feel secure. Careers guidance and advice are of very good quality and the support for pupils with special educational needs is a further strength of the school. Pupils' academic and personal development is monitored effectively, especially at Key Stage 4. The school is particularly effective in preparing pupils for public examinations.

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 are very good. She is well supported by her senior management team. The quality of curriculum and pastoral management is very good. Monitoring and evaluating the work of the school is a particular strength.
How well the governors fulfil their responsibilities	The governing body is very good at fulfilling its responsibilities. Governors are knowledgeable and well informed about the strengths and weaknesses of the school.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is good. In particular the monitoring by the senior management team of pupils' work contributes effectively to raising standards.
The strategic use of resources	The strategic use of resources is good. Resources are effectively targeted to meeting the priorities of the school development plan. There are weaknesses in the accommodation. Finances are well managed and there is good practice in ensuring the school receives best value in the supply of goods 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"> • Good teaching • The school is well led • Their children are making good progress • The school has high expectations from its pupils • Pupils are well behaved • The school provides a good range of out of school activities • The school is helping their children to become mature and responsible 	<ul style="list-style-type: none"> • Setting the right amount of homework • Being kept informed about pupils' progress • The school working more closely with parents

The inspectors agree with the views of parents in the areas that please them most. The judgement of inspectors is that the amount of homework set is appropriate and is a strength of the school. The inspectors' view is that the school does provide sufficient opportunities for the school to work closely with parents. Inspectors judge that parents are regularly informed about their children's progress especially through the pupils' homework planners which parents sign on a weekly basis. However, the quality of reports to parents, especially at Key Stage 3 should be improved by giving parents more information about pupils' attainment in relation to national standards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very good GCSE results

1. Pupils enter the school with attainment which is slightly above the national average. By the age of 16, these pupils gain GCSE results which are well above the national average. Hence, pupils make very good progress as they move through the school and achieve much better GCSE results than might be expected.
2. There are several factors which contribute to pupils' success. Pupils clearly benefit from the consistently good quality of the teaching they receive in most subjects. Teachers have high expectations of pupils both in terms of their behaviour and effort and in the standards they can achieve. Pupils respond enthusiastically to these demands and generally fulfil all that is expected of them. However, this high level of consistency of good quality teaching, while vitally important to pupils' progress, does not fully explain the level of their success. Pupils themselves make a very significant contribution to their own achievements. They show very positive attitudes to the school and to individual subjects; they want to succeed and are prepared to work hard to reach their goals. The partnership which exists between teachers and their pupils and parents is shown in the school's very effective use of homework. Teachers provide valuable and interesting homework tasks. Most pupils use their homework diaries well to organise their study time and then carefully complete the required activities.
3. Pupils are well supported by the pastoral system in school. The house system is important to pupils and ensures that they are well known by teachers and that they have ready access to any support they need. This enables pupils to concentrate on their work with the minimum of distractions arising from other difficulties. Parents and carers also play an important part in pupils' success. There was a high return rate from parents to the inspection questionnaire. The returns indicated a high level of appreciation of the school. Parents clearly support the school's actions and policies so that pupils receive consistent encouragement, from both school and parents, to do their best.
4. Attainment at the age of 16 is above the national average in most subjects. However there are exceptions. Attainment in some of the optional subjects varies from year to year depending on the levels of attainment at the age of 14 of the pupils choosing each subject. Pupils' attainment in science and French is broadly average but not as good as in most other subjects in the school. In science there have been recent problems with staffing. Parents are rightly concerned about the impact of frequent changes of teacher, several of them short-term supply teachers, on pupils' progress. There are inconsistencies in pupils' knowledge of some topics from earlier in the course; some can recall topics in detail and others, of similar general levels of attainment, have little recollection of these topics. Teaching in science is good in Years 7 to 9 and pupils achieve well at the age of 14. However, in Years 10 and 11, although teaching is satisfactory overall, there are weaknesses in the quality of science teaching which restrict the progress that pupils make and their eventual achievement. The teaching in French is good but pupils' achievement in the subject is limited because of a shortage of teaching time. In Year 8 the higher attainers in French have the valuable opportunity to study German but, in order to do so, lose some of their teaching time for French. In Year 11 the teaching time for both French and German is significantly lower than that found in most schools nationally. In both science and French there have been several sensible changes and initiatives in order to raise pupils' attainment. However, in science, advice and support for teachers continue to be needed in order to improve the quality of teaching in Years 10 and 11 to match that seen in Years 7 to 9 and in other subjects.
5. Attainment in English at the age of 16 is well above the national average and some groups achieve particularly high standards. For example, pupils in Year 11 showed considerable skill when working in groups to analyse different forms of imagery and figurative language in extracts from 'The Darkness Out There' by Penelope Lively. Two groups presented their findings to the

whole class and showed very confident understanding of how language and structure contribute to the meaning of the story.

6. Pupils' success in all subjects is enhanced by their very good skills in literacy and numeracy. Most pupils read very well; the few who find reading difficult receive very effective support and there are examples of pupils with very low reading ages on entry to the school being successful and moving on to further and higher education. Pupils' writing is also a strength. They make notes efficiently and also produce more extended written work of high quality. Departments encourage the development of pupils' literacy skills by, for example, emphasising the precise meanings of the 'key' words in the subject. There are similarly successful initiatives in developing pupils' numeracy skills. The mathematics department is involved in a 'bridging' project to ensure that the development of number skills continues smoothly as pupils move from their primary schools. Teachers in many subjects use numerical examples as often as possible to enable pupils to use and develop their skills. The changing rooms in the physical education department provide a very good example of the effective use of display to raise pupils' awareness of aspects of literacy and numeracy.
7. Pupils with special educational needs receive well organised and effective support from the learning support department and make very good progress as they move through the school. These pupils have full access to the curriculum. The support for pupils with special needs is no longer mostly restricted to mathematics and English, as it was at the time of the previous inspection, but is carefully allocated to different subjects and groups where it is most needed. The very good progress of the lowest attaining pupils is indicated by the fact that, in 2000, all pupils gained five or more grades A* to G.
8. Gifted and talented pupils make good progress. The school is well aware of individual pupils' strengths and provides a range of additional opportunities. For example, in mathematics, the highest attainers follow a GCSE statistics course in Year 10, using one of their mathematics lessons plus a lunchtime lesson. The school also provides opportunities, when the attainment of the year group is appropriate, for pupils to take GCSE English in Year 10 and GCSE courses in separate science subjects. The many extra-curricular activities provide talented pupils with a wide range of opportunities to pursue particular interests and develop their skills.

The school provides a very wide range of extra-curricular activities

9. The school has an outstanding range of extra-curricular activities which are well-supported by pupils. At the end of afternoon school there is no rush by pupils or teachers to leave the premises as so many pupils and teachers are committed to taking part in extra-curricular activities. During the inspection week the inter-house cross-country competition took place after school. Over 220 pupils and teachers, in atrocious weather conditions, voluntarily took part. Participation in this event was impressive especially amongst older pupils and in particular the number of girls taking part. Sporting activities are strong with a wide range of inter-house competitions in addition to a full programme of inter-school competitions.
10. There is a wide range of musical activities at lunchtimes and after school which includes orchestra, recorders, strings and choir. The range of extra-curricular activities is much wider than just catering for those with musical or sporting interests. There are well supported clubs for chess, puzzle, Christian Union and Scrabble.
11. Many of the extra-curricular activities are opportunities to extend academic interests such as the Year 11 music composing group, art workshops, electronics and many opportunities for individual pupils and groups of pupils to work with their teachers at lunchtimes and after school. There are well attended homework clubs at lunchtimes and the library is well used by pupils at lunchtimes. Drama is well catered for, including the involvement by the 'C'est Tous Theatre' workshop which attracts over 50 regular attenders. The workshop, a community group, includes several former pupils who return to the school to help develop pupils' talents in drama.

12. The range of extra-curricular activities is enhanced by the opportunities provided by the school to travel abroad and by the substantial number of visits and trips to support learning in the classroom.
13. The range of activities is so wide that it causes difficulties for some pupils to choose which to take part in. One Year 11 girl was torn between taking part in the inter-house cross-country race and practising with the orchestra. She resolved her dilemma by starting with the orchestra, nipping out for her race and returning, caked in mud, to finish with the orchestra.

Good quality teaching

14. The quality of teaching and learning is good. Teaching was satisfactory or better in all the lessons seen. Three quarters of the lessons were judged to be good or better and about a third reached a very good standard. This represents an improvement since the previous inspection. Some subjects such as geography have improved the range of practical activities undertaken in lessons.
15. Teachers are appropriately qualified and know their subjects well. In most lessons they communicate enthusiasm for their subjects and they have high expectations of what pupils should achieve. Most lessons engage pupils successfully in their learning using a range of styles and activities. Very effective teaching was observed in lessons in art, drama, English, French, information and communications technology, mathematics, physical education, religious education and design and technology. In contrast some history lessons are too heavily teacher directed and some science lessons proceed at too slow a pace.
16. The school has an effective literacy policy in place. All subject areas contribute to the development of a wider specialist vocabulary. 'Writing frames' are used effectively in most subject areas to promote pupils' skills. Reading, writing and spelling skills are taught well in English building on pupils' experience of the primary school literacy hour. The English department is particularly strong in developing reading, speaking and listening skills. Numeracy is taught effectively in mathematics and is reinforced in other subjects.
17. The school makes good provision for the support and teaching of pupils with special educational needs. They receive good support in lessons both from the class teacher and from support teachers or assistants. If pupils experience particular difficulties they are occasionally withdrawn from their normal lessons to receive short 'booster' sessions to tackle the problem. For example, a pupil with weak spelling made very good progress in an intensive lesson on words containing short and long vowel sounds. This withdrawal is short-term and carefully monitored to minimise the effect of pupils' progress in other areas of the curriculum.
18. One of the strengths of the teaching is the management of pupils' behaviour. Teachers demand and achieve high standards in pupils' behaviour. Any failing to meet these high standards is dealt with firmly but fairly. The consequence of this is that during lessons teachers can concentrate on teaching pupils. The pace of learning is very good and teaching time is not wasted in having to spend time dealing with poor behaviour.
19. The quality of relationships between teachers and pupils is very good. Many teachers give freely of their time during lunchtimes and after school to help individuals or groups of pupils.
20. Teaching has improved since the previous inspection. In all lessons observed, teaching and pupils' learning were satisfactory or better. At the time of the last inspection 90 per cent of lessons were judged to be satisfactory or better. Three quarters of the lessons were good or better and a third were very good.

The school is well led

21. The headteacher provides the school with clear and decisive leadership. One of her strengths is the identification of strategies which lead to improvements. She is well supported by the deputy

headteacher and her senior management team. A feature of their work is the programme of evaluating and monitoring the work of the school. For example, each week during the timetabled personal and social education lesson members of the senior management team look at all of the written work of a tutor group. In the course of the year they are able to look at the work of all pupils in the school. The senior management team are consistent in demanding high standards from teachers and pupils but equally they are very good at giving praise and recognising pupils' achievements.

22. There are consistently high standards of leadership and management provided by managers in undertaking their pastoral and curriculum responsibilities. They lead by example and provide good role models for teachers within their teams. The co-ordination of special educational needs ensures the effective deployment of high quality in-class support in an efficient manner. The leadership of the house system is a particular strength. The role of heads of house is pivotal in monitoring pupils' academic progress, their behaviour and in fostering a sense of belonging and involvement of pupils in the life of the school.
23. Planning at both school and department level is effective. The school development plan identifies appropriate measures to maximise pupils' attainment. Activities are well planned and appropriate for school improvement. This is equally well reflected in the very good quality of department planning and evaluation.
24. The governing body is knowledgeable about the school. Governors provide effective leadership and good support for the headteacher and her staff. Governors are kept well-informed and are in a good position to evaluate the strengths and weaknesses of the school.

Pupils' positive attitudes towards learning and their very good behaviour

25. The very positive attitudes pupils have towards both their lessons and their school is a real strength. Most pupils concentrate well throughout all of the lessons. They participate well in lessons and are willing to ask questions and are keen to respond to teachers' questions. They respond very well to guidance given by teachers. They want to do well and improve their performance. This is evident in the classroom and on the playing field. For example, in a Year 9 netball lesson, despite continuous rain, not one girl complained about the rain and all the class sustained their concentration throughout the whole period.
26. There is a well developed culture and ethos within the school of pupils coming to school to work hard. If pupils are prepared to work hard and try, they know they will be well supported by their teachers. There is no 'anti-swot' culture present and pupils gain pleasure and pride in the achievements by other pupils. In this they are well-supported by the strong school-parent partnership and this is reflected in the rigour adopted by form tutors when monitoring pupils' homework diaries and planners. 98 per cent of parents who completed the questionnaire indicated that they believed the school expects children to work hard and achieve his or her best.
27. Behaviour in and around the school is very good. The majority of parents recognise that behaviour in the school is good. Pupils are very well behaved during lessons. They get down to work quickly. Pupils are very polite to adults and considerate to each other. Pupils behave in a mature and sensible manner as they move around the school. There is very little oppressive behaviour. Pupils are confident that if bullying does occur it will be dealt with firmly and fairly by the school. The low number of exclusions provides confirmation of the good behaviour of pupils in the school. On the rare occasions when pupils do not meet the school's high standards for behaviour they are dealt with appropriately and effectively, especially by the heads of house.

The level of responsibility given to pupils

28. There is a very high level of commitment by pupils to supporting activities within the house. Pupils have an obvious pride in representing their house in inter-house competitions as well as in representing their school. Many responsibilities are undertaken by pupils for the organisation of inter-house and school activities.

29. The school takes every opportunity for providing pupils with responsibilities. Responsibilities are recognised by the wearing of badges and for prefects the wearing of different ties. Pupils are proud of the badges they display and they respond positively to the responsibilities provided for them. Prefects quietly but effectively supervise corridors at break and lunchtimes. Library monitors efficiently support the work of the librarian.
30. There is a monthly meeting of the prefects' review panel. Along with senior staff, representatives of the prefects discuss and take responsibility for the work of the prefects and senior pupils. The meeting is effectively chaired by a prefect. There are similar structures throughout the rest of the school to enable the pupils' views to be considered. Pupils regard these as important and feel that senior staff will respond to positive suggestions whenever possible. Concerns about the uniform remain unresolved.
31. The school makes considerable efforts to raise funds for charity. The choice of charities to be supported is determined by pupils and many pupils are active in raising funds. The school takes an active part in community and local church events.

WHAT COULD BE IMPROVED

The quality of accommodation, especially for music and history, has an adverse impact on the quality of learning

32. The governors are well aware of the limitations in the use of the four huts for teaching. Originally built as temporary accommodation 35 years ago they have been in continuous use since that time. Window frames are rotting and ventilation in the rooms is poor. The lack of security for the huts means that no valuable equipment or musical instruments can be left in them. The paving and stepped areas around the huts is unsatisfactory. Large pools of water form when it rains. Heavy rainfall and leaves from the trees on the slopes and steps leading to the huts create potentially dangerous conditions. Pupils and teachers alike complain about the difficulties associated with teaching and learning in these rooms.
33. The accommodation for the library, noted as a weakness in the previous inspection report, still remains inadequate for a school of this size.
34. Further accommodation difficulties were noted in rooms with flat roofs. The rain and condensation damage disrupts pupils' learning and some areas within the technology workshops cannot be used by pupils.
35. The practice of lining up pupils prior to entering classrooms is unsatisfactory when pupils have to line up outside buildings when it is raining and there is no cover.

Teaching time is lost at the start of lessons because the school does not provide time for pupils to move between lessons.

36. There is a particular problem in pupils arriving late for the start of some lessons. In particular there is no time allowed for pupils to move between lessons and as a result lessons do not start on time and in the course of a week much teaching time is lost. It is a particular problem for the second, fourth and sixth lessons of the day but pupils can also be late arriving to lessons following registration or assembly.
37. In addition pupils who have had physical education are often late to their next lesson because insufficient changing time has been allowed for at the end of the physical education lessons.

The allocation of time for some subjects at Key Stage 4, especially modern foreign languages, has an adverse impact on standards

38. In the main the allocation of time to subjects is good, however in Year 8 the time allocated to art is low in comparison with most schools. At Key Stage 4 there is evidence to show that the low allocation of time in Year 11 for modern languages is having an impact on standards. Pupils' results in modern foreign languages are not as high as in those subjects whose allocations of time are closer to those found in other schools. Teaching time for modern foreign languages is 10 per cent in Year 10 but only 6.6 per cent in Year 11. Across the country the average amount of time for modern foreign languages in Year 10 is 13 per cent and 16 per cent in Year 11 for pupils studying two languages.
39. There is a similar problem in design and technology where the allocation of time is 6.6 per cent compared to 10 per cent nationally. The impact on standards is not as pronounced as it is in modern foreign languages because in design and technology pupils give up their lunchtimes and stay on after school to complete their design and technology coursework. Pupils appreciate the extra teaching and support they receive at these times.

Pupils' understanding of their own attainment in relation to national standards at Key Stage 3 could be improved

40. Teachers assess pupils' work regularly and thoroughly. They make use of the school's letter grades to indicate pupils' attainment and pupils generally understand the meaning of these grades. Pupils are assessed in terms of National Curriculum levels at the end of Year 9 in accordance with statutory requirements and these assessments are reported to parents. In the three core subjects, English, mathematics and science, pupils in Year 9 are given an indication of the National Curriculum levels they are achieving during the year but this does not extend to other subjects. In Years 7 and 8 there is little use of levels in most subjects. The school is missing an opportunity to make pupils aware of their attainment in relation to National Curriculum levels and to use the levels to set targets for pupils' future attainment.
41. The school provides two reports each year for every pupil. Although these reports are useful for parents, the full report is not as informative as it could be in telling parents how well the pupil is achieving in each subject. Some of the teachers' comments on the reports refer mostly to pupils' effort and attitude rather than indicating what they know, understand and can do in the subject. The use of percentages and letter grades to indicate attainment on reports only indicates standards across the year group. Reports do not give parents a clear idea of pupils' attainment in terms of national standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to raise standards and improve the quality of education the headteacher, staff and governors should:
- **Improve the quality of accommodation by:**
 - Working with the appropriate education agencies to raise the quality of accommodation for music and history by replacing the existing huts.
 - Reducing the disruption to pupils' work caused by the rain and condensation damage in the teaching rooms with flat roofs.

(Paragraphs: 32-35)

- **Ensure lessons start on time by:**

- Revising the start time of lessons to allow pupils to move between classrooms so they can arrive at the starting time for their next lesson.
- Ensuring that sufficient time is provided for pupils to change back into their school uniform at the end of physical education lessons.

(Paragraphs: 36-37)

- **Revise the allocation of time to subjects at Key Stage 4 in line with the pattern nationally.**

(Paragraphs: 38-39)

- **Improve pupils' understanding of their own attainment in relation to national standards at Key Stage 3 by:**

- Increasing the use of National Curriculum levels in Years 7 and 8 and in all subjects.
- Relating targets for pupils' improvement to National Curriculum levels.
- Improving the quality of reports to parents by relating pupils' attainments to national standards.

(Paragraphs: 40-41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
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
0	33.3	41.3	25.4	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

	Y7- Y11
Number of pupils on the school's roll	903
Number of full-time pupils eligible for free school meals	55

Special educational needs	Y7-Y11
Number of pupils with statements of special educational needs	19
Number of pupils on the school's special educational needs register	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.7
National comparative data	7.9

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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	83	97	180

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	52	66	73
	Girls	80	80	72
	Total	132	146	145
Percentage of pupils at NC level 5 or above	School	73 (78)	80 (76)	81 (68)
	National	63 (63)	66 (62)	60 (55)
Percentage of pupils at NC level 6 or above	School	36 (34)	60 (50)	48 (34)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	51	69	69
	Girls	77	80	73
	Total	128	149	142
Percentage of pupils at NC level 5 or above	School	72 (82)	83 (78)	79 (80)
	National	65 (64)	66 (64)	60 (60)
Percentage of pupils at NC level 6 or above	School	40 (36)	58 (46)	52 (42)
	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	81	98	179

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	49	81	81
	Girls	68	98	98
	Total	117	179	179
Percentage of pupils achieving the standard specified	School	65 (58)	100 (98)	100 (100)
	National	49.2 (46.6)	88.9 (90.9)	94.4 (95.8)

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

GCSE results		GCSE point score
Average point score	School	50.1 (47)

per pupil	National	38.9 (38)
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Figures in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	7
White	890
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	28	0
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)	51
Number of pupils per qualified teacher	17.8

FTE means full-time equivalent.

Education support staff: Y7-Y11

Total number of education support staff	3
Total aggregate hours worked per week	60

Deployment of teachers: Y7 – Y16

Percentage of time teachers spend in contact with classes	78.1
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Average teaching group size: Y7 – Y11

Key Stage 3	25.9
Key Stage 4	21.8

Financial information

Financial year	1999-2000
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	£
Total income	1986175
Total expenditure	2004084
Expenditure per pupil	2217
Balance brought forward from previous year	77432
Balance carried forward to next year	59523

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	907
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.	42	51	5	1	1
My child is making good progress in school.	48	47	3	1	1
Behaviour in the school is good.	40	47	3	1	9
My child gets the right amount of work to do at home.	35	53	10	2	0
The teaching is good.	49	47	1	0	3
I am kept well informed about how my child is getting on.	43	47	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	57	35	4	1	3
The school expects my child to work hard and achieve his or her best.	77	21	1	0	1
The school works closely with parents.	41	45	7	1	6
The school is well led and managed.	54	39	2	0	5
The school is helping my child become mature and responsible.	45	47	2	0	6
The school provides an interesting range of activities outside lessons.	53	38	2	0	7