

INSPECTION REPORT

SOUTHEND HIGH SCHOOL FOR BOYS

Southend-on-Sea

LEA area: Southend LEA

Unique reference number: 115362

Headteacher: Mr Michael Frampton

Reporting inspector: Morton Phillips-Davies
2687

Dates of inspection: 16/10/00 – 19/10/00

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Foundation
Age range of pupils:	11 to 18
Gender of pupils:	Boys
School address:	Prittlewell Chase Southend-on-Sea Essex
Postcode:	SS0 0RG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Maddison
Date of previous inspection:	06/02/1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southend High School for Boys is a foundation selective grammar school. It is average in size with 853 pupils; 42 of the 227 pupils in the sixth form are girls. The school draws pupils from the upper quarter of the ability range, mainly from the Borough of Southend-on-Sea, with about a sixth of the pupils coming from outside the borough. The attainment of pupils on entry is well above the national average. More than 90 per cent of the pupils are white, with the others coming from a number of different ethnic backgrounds, mainly Indian. The proportion of pupils with special educational needs is well below average and there are no pupils with statements of special educational need.

HOW GOOD THE SCHOOL IS

Southend High School for Boys is a very good school with clear educational aims, which it is successful in achieving. The standards attained by pupils are very high and achievement in sport is outstanding. The very good teaching, combined with the excellent attitudes displayed by the vast majority of pupils, results in high quality learning. The school is very well led and the headteacher and his senior team manage the school very effectively. The school provides good value for money.

What the school does well

- The standards of attainment are very high and have shown significant improvement since the last inspection.
- A high proportion of the teaching is very good or excellent and teachers display an outstanding knowledge and understanding of their subject.
- The school is very well led and managed. The senior management team is a major strength of the school: it provides clear educational direction and a strong ethos has been established, which supports learning and promotes high achievement.
- Pupils display very good attitudes; they behave very well, are eager to learn and enjoy what the school has to offer.
- Pastoral care is a major strength of the school and provides impressive support for the pupils in all areas of school life.
- The curriculum is broad, relevant and flexible and includes excellent extra-curricular provision that has led, for example, to outstanding achievement in sport.
- The achievement of high levels of parental satisfaction.

What could be improved

- The use of information and communication technology (ICT) should be integrated more consistently into the teaching programmes of subjects across the curriculum, to enable pupils to make more use of their good ICT skills to support their learning.
- The consistency in the quality of teaching, so that the small proportion of less effective, but nevertheless satisfactory, lessons is reduced.
- Deficiencies in the accommodation for physical education, music and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has been very successful in improving the quality of education and in raising standards since the last inspection in February 1995. Standards have risen in the end of Key Stage 3 tests and in the GCSE examinations at a faster rate than the national trend during the last four years. The very good GCE A-level results reported on last time have been sustained, and with the introduction of general studies the average points score shows significant improvement. The quality of teaching has improved considerably. In the last inspection teaching was judged to be unsatisfactory in about one in ten lessons. No unsatisfactory teaching was seen during this inspection, and there has been a considerable increase in the proportion of very high quality teaching.

The key issues identified in the last inspection have all been addressed and progress has been made on each one. Overall progress has been good. Very good progress has been made in the last year on the analysis of pupils' progress and their levels of attainment, and in beginning to use this information in the setting of targets and the identification of areas of strength and those requiring development. Whilst progress has been made, further work is needed on improving the attainment of a small number of lower achievers and in using ICT across the curriculum.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	A*	A*	A*	C
A-levels/AS-levels	B	A*	A*	

Key

well above average A

above average B

average C

below average D

well below average E

The standards achieved by pupils at the school are very high. The results in the national tests for 14-year-olds in English, mathematics and science, in the GCSE examinations and in the GCE A-level examinations all place the school in the top five per cent of schools in the country. Very high standards are also evident in other aspects of the work of the school and achievement in sport is outstanding, where, for example, the school regularly has teams competing in the finals of the national athletics and cross-country championships and is currently national champion in both.

Results in the national tests for 14-year-olds in English, mathematics and science were above or in line with those of other grammar schools, being best in mathematics. As an illustration of the levels attained, the average level of attainment in mathematics in 1999 placed pupils about three and a half years ahead of the national average. The levels of attainment have risen in recent years and the improvement in the school's average points score is above the national trend.

The GCSE results have shown steady improvement in recent years and the increase in the school's average points score is above the national trend. The GCSE results in 1999 were in line with those found in other grammar schools, and the 2000 results show further significant improvement. The school expressed disappointment that the improvement in the GCE A-

level results in recent years had not been sustained in 2000 when the results were below those achieved in 1999.

Pupils are making good progress at both key stages and in the sixth form. One of the key statutory GCSE targets set by the school for 2000 was exceeded by a significant margin whilst the other was achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good and they respond excellently to the wide range of extra-curricular activities provided. They generally work hard, are eager to learn and appreciate what the school provides.
Behaviour, in and out of classrooms	Behaviour is very good. The vast majority of pupils behave in a mature fashion in lessons and around the school.
Personal development and relationships	Personal development and relationships are excellent.
Attendance	Attendance is very good with no unauthorised absence reported.

Pupils are normally enthusiastic learners who aim for the highest standards. They appreciate the strong sense of community in the school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is very good. Teaching was very good or excellent in 50 per cent of lessons, good in a further 32 per cent and satisfactory in the rest. The teaching is particularly strong in the sixth form where 95 per cent of the lessons seen were good or better. Lessons were observed in all subjects with more seen in the core subjects of English, mathematics and science. Whilst very good teaching was observed in each of these and in virtually all subjects, it was more consistently very good or excellent in music, physical education, modern foreign languages and history. The high quality teaching is reflected in the pupils' learning. In particular, the teachers' outstanding knowledge and understanding of their subject, the high level of expectation and challenge and the very good relationships normally seen support and promote effective learning. There are no policies for teaching literacy and numeracy but they are implicitly developed in a number of subject areas. The teaching of literacy is very good and better developed than the teaching of numeracy. The school generally meets the needs of pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad, relevant and flexible curriculum is well planned in response to pupils' needs and aspirations. The extra-curricular provision is excellent and leads, for example, to outstanding achievement in sport.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. It is well managed, and teachers plan effectively to meet the needs of pupils.
Provision for pupils with English as an additional language	Provision for the very small number of pupils who need support with English is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. It is particularly strong for pupils' social and moral development, which supports the excellent relationships and the strong sense of community in the school. Provision for cultural development is also very good and that for spiritual is satisfactory. The school does not meet the statutory requirement for a daily act of collective worship.
How well the school cares for its pupils	The school is a caring community and pupils are very well supported.

The school effectively seeks to meet the aspirations and needs of its pupils. This is seen in the very good arrangements for support and guidance and in the breadth and relevance of the educational opportunities provided for the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is extremely effective. His two deputies and the three senior teachers support him very well and together they form a very strong senior management team. The clarity of educational direction provided by this team is excellent and they set high expectations. They manage the school very effectively, and a strong ethos has been established that promotes high achievement across the broad range of educational opportunities provided. They are generally ably supported by the middle managers.
How well the governors fulfil their responsibilities	Governors show a strong commitment to the school and fulfil their responsibilities very effectively. They know the school's strengths and the areas requiring improvement, and are fully and appropriately involved in shaping the future direction.

The school's evaluation of its performance	The school evaluates its performance well, and the work in the key areas of pupil achievement and the quality of teaching has been considerably strengthened recently. Senior managers know what is successful and where improvements are required.
The strategic use of resources	Financial planning is effectively undertaken to ensure that good value is obtained in supporting the school's educational priorities. The school plans prudently, seeks best value and evaluates the cost-effectiveness of the services it purchases.

The senior management team is a major strength of the school. It is exceptionally well led by the headteacher and the group work well together with each of the members making a distinct and valuable contribution to the running and development of the school. The school applies the principles of best value well. It effectively compares its performance with that of similar institutions. The value of aspects of its educational provision and their relative merits are carefully considered in deciding on priorities, and this process has recently been sharpened by the need to make savings in order to balance the budget. Whilst aspects of its consultation processes are very good, a more formal approach to consulting with pupils and parents would be valuable. A good example of its approach to seeking to obtain the most economic, efficient and effective services is seen in the approach to cleaning and grounds maintenance.

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 sets high expectations; the pupils are expected to work hard and are making good progress. • The teaching is good. • Pupils are well behaved. • The school is well led and managed. • The school encourages pupils to become mature and responsible citizens. • They find the school easy to approach. 	<ul style="list-style-type: none"> • A small but significant minority of parents felt that the school does not work closely enough with parents. • A small but significant minority of parents felt that they are not sufficiently well informed about their children's progress. • A few parents felt that their children were given too much homework.

The inspectors' judgements support the parents' positive views of the school. The school has systems in place to communicate with parents on their children's progress and these appear to be adequate in this respect. The school sets high standards and has high expectations of the pupils, which contributes positively to their success. The amount of homework set is not unrealistically high; however, occasionally the simultaneous setting of homework by a number of departments leads to unrealistic demands on some pupils over a short period of time. The school has planned the setting of work to seek to achieve an even distribution, especially at Key Stage 4, but it intends undertaking further work on this issue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The standards of attainment are very high and have shown significant improvement since the last inspection.

2. The standards achieved by pupils at the school are very high. The results in the national tests for 14-year-olds in English, mathematics and science, in the GCSE examinations and in the GCE A-level examinations all place the school in the top five per cent of schools in the country. Very high standards are also evident in other aspects of the work of the school and achievement in sport is outstanding, where, for example, the school regularly has teams competing in the finals of the national athletics and cross-country championships and are currently national champions in both.

3. Results in the national tests for 14-year-olds in English, mathematics and science in 1999 were all well above the national averages. The mathematics results were also above average compared to other grammar schools, and those in English and science were above in terms of the percentage of pupils obtaining Level 6 or above and in line in terms of the average points score. As an illustration of the levels attained, the average level of attainment in mathematics placed pupils about three and a half years ahead of the national average. The levels of attainment have risen in recent years and the improvement in the school's average points score is above the national trend.

4. The GCSE results have shown steady improvement in recent years and the increase in the school's average points score is above the national trend. The results for the percentage of grades at A*-C and at A* or A have also both increased significantly in recent years, with 45 per cent of the grades achieved being A* or A in the latest examinations. The GCSE results in 1999 were in line with those found in other grammar schools, and the 2000 results show further significant improvement. Within the overall high attainment, pupils in 1999 performed particularly well in chemistry, design and technology, modern foreign languages, history and religious studies compared to their other subjects and the results in these subjects have largely been sustained or further improved in 2000. They did less well in 1999 in English, combined science and business studies. The results in English and business studies improved in 2000 but there was no improvement in combined science. The results in the short courses in design and technology and information technology have been below the very high standards seen elsewhere and the school no longer offers these.

5. The very good GCE A-level results reported on during the last inspection have been sustained, and with the introduction of general studies in 1998 the average points score shows significant improvement. The school expressed disappointment that the improvement in the GCE A-level results in recent years had not been sustained in 2000 when the results were below those achieved in 1999. The results in history and French have been particularly good in the last two years.

6. The standards of work observed in lessons confirm the very high standards described above. In a Year 11 lesson on the impact of the Second World War on Soviet society, pupils showed a detailed knowledge and understanding of why the Soviet Union had won the conflict and were very adept in using historical terminology. In a Year 10 lesson in science, pupils showed a very good understanding of the laws of motion in designing a practical investigation. In another lesson, Year 10 pupils showed a ready facility in forming balanced symbolic equations in chemistry. High levels of ball skill were seen in a Year 9 basketball lesson where pupils also showed good attacking techniques such as the fast break and screening. In the sixth form, pupils in a German lesson used complex vocabulary,

they spoke fluently and used complex idiomatic phrases in relation to feelings and qualities very well. In mathematics pupils showed high levels of ability in dealing with forced harmonic motion and re-organising and solving second order differential equations. Pupils' literacy and numeracy skills are also very good. At Key Stage 3, in the timetabled information and communication technology (ICT) lessons, pupils showed a high level of skill in the use of ICT, which was being further developed by the good teaching.

7. A high proportion of the teaching is very good or excellent and teachers display an outstanding knowledge and understanding of their subject.

8. Teaching was very good or excellent in half the lessons seen, and the quality of teaching overall is very good. It is particularly strong in the sixth form where 60 per cent of lessons were judged to be very good or excellent and a further 35 per cent were judged to be good. Lessons were observed in all year groups and subjects, with more seen in the core subjects of English, mathematics and science. Whilst there is some very good teaching in each of these and in virtually all subjects, it is most consistently very good or excellent in music, physical education, modern foreign languages and history. This high quality teaching is reflected in the pupils' learning, which is very good or excellent in these lessons.

9. A particularly strong feature of the teaching is the teachers' outstanding knowledge and understanding of their subject. This is normally used to good effect in the presentation of the subject, through their planning of the learning experiences and in questioning the pupils. A good example of this was seen in an excellent Year 11 history lesson where the work was developed at a brisk pace, complex questioning provided a high level of challenge and good use was made of historical examples and anecdotes. In this lesson pupils responded very well to the challenge and made excellent progress.

10. In addition to the generally outstanding knowledge and understanding of their subject shown by the teachers, the very good and excellent teaching is characterised by a number of other features. Particularly influential are the excellent relationships between the teachers and the pupils, the very high level of expectation and challenge, the brisk pace at which the work is developed and the teacher's ability to deepen the thinking in the subject and stretch the more able. The high quality relationships, the teacher's ability to adapt and the excellent pupil attitudes in these lessons ensure that very good progress is made even when things do not work perfectly, such as in a French lesson when the computer system crashed. In many of these lessons the challenge is high, pupils clearly enjoy meeting it and learning is always very good and on occasions excellent. Pupils' productivity and pace of working are particularly high. Outstanding lessons were seen in music, personal and social education, physical education and history, and lessons bordering on the outstanding were seen in other subject areas.

11. There were many examples of very good or excellent teaching seen, which included the following. A sixth form chemistry lesson where the teacher's good presentation, sharp questioning and the very high expectation and pace led to the effective development of the pupils' knowledge and understanding of ionic bonding. The extremely skilful teaching in sixth form music lessons was very effectively extending the pupils' performance and assessment skills. In a Year 11 English lesson the pupils were very effectively using images of war to develop their ability to investigate and research materials and to build a sense of occasion. This lesson was very well planned and organised with good questioning and a brisk pace. Similar characteristics of very good teaching were seen in an art lesson, where pupils were taking advantage of the very good opportunities provided to plan and research independently. In a Year 8 lesson in mathematics, the lively teacher presentation and the good pace effectively engaged the pupils who worked with enthusiasm in learning about geometrical constructions. The pupils' ability to ask questions in French was being very well developed in

a Year 7 lesson due to the high level of challenge, the very good pace and the strong mutual respect between the teacher and the pupils.

12. The high quality teaching is the most significant element in the school's success in meeting the needs and aspirations of the pupils.

13. The school is very well led and managed. The senior management team is a major strength of the school: it provides clear educational direction and a strong ethos has been established, which supports learning and promotes high achievement.

14. The leadership provided by the headteacher is extremely effective, and this is recognised by the governors, staff and parents. The parents, in particular, value the leadership he provides for the school. He has established a very strong and effective senior management team. The very good leadership and management this team provides are a major strength of the school, and a key factor in the school's success in meeting the needs and aspirations of the pupils. Each member of the team makes a significant and distinctive contribution to the management of the school and they also work very well as a team. They effectively take responsibility in the areas assigned to them and clearly lead by example, as evidenced in the quality of their teaching. Together they provide clear direction for the school, promote high standards and, with the teaching staff, have established a positive ethos, which fosters good relationships but also demands high standards not only academically but in all aspects of the life of the school. In this they are generally well supported by other staff with management responsibilities including the very strong pastoral team. Pupils respond well to this clear vision for the school and this is seen in the high academic standards and in the range of other activities, which allow pupils to realise their many talents. There is a clear commitment to improve further and the capacity to achieve this.

15. The Governing Body is well organised and fulfils its responsibilities very well. It works very effectively with the headteacher and senior management team in establishing the way forward for the school and in the strategic management of its resources. Governors as a group are aware of the strengths of the school and of the areas for development.

16. Significant progress has been made in the last year in the analysis and use of performance data to measure pupils' achievement and progress, and to bring about further improvement. Whilst a number of staff understand and are beginning to use the information effectively, this needs to be extended to all staff. At whole school level an appropriate range of targets has been included in the latest school development plan. These include targets for attendance and for attainment in the national tests for 14-year-olds, in the GCSE examinations and at A-level.

17. Significant work has also been undertaken on the evaluation and development of the quality of teaching, and this appears to have been influential in bringing about the considerable improvement in the quality of teaching at the school. The degree to which this work has been developed varies across departments and needs to be more systematically applied. Whilst the quality of teaching is very good overall, there is a sharp contrast between the very high quality seen in many lessons and the small proportion of less effective lessons. In these less effective lessons, although strengths outweigh weaknesses, there is the opportunity to bring about significant improvement in the quality of both teaching and learning.

18. Pupils display very good attitudes; they behave very well, are eager to learn and enjoy what the school has to offer.

19. The school is an orderly community. Pupils respond positively to the teaching, sustain concentration in class and display very good attitudes to learning. This was seen in almost all lessons and not only in the examples of very good and excellent lessons described in the earlier section on the high quality teaching. They work confidently together and independently. They are keen to contribute information for the benefit of their classmates and to debate a variety of issues.

20. Standards of behaviour are very good in lessons and around school at breaks and at lunchtimes. Behaviour in the corridors is a real strength and pupils proceed to lessons quickly, often with enthusiasm. The library is a hive of activity at the end of the school day when pupils take advantage of the homework club.

21. Pupils are polite, sensitive and courteous to their peers, their teachers, non-teaching staff and to visitors. They are trustworthy and show respect for each other and for property. Pupils are proud of their school and there is a strong sense of community. The rewards policy is very effective in encouraging pupils to take full advantage of what the school has to offer, and pupils are delighted when their academic and non-academic achievements are recognised and celebrated. Teachers' expectations of their charges both academically and socially are very high and pupils respond well. Teachers work hard in counselling and mentoring their pupils and the pastoral system is a great strength in this regard.

22. Relationships between pupils and between pupils and teachers are generally excellent and this contributes significantly to the positive ethos of the school. During lessons, pupils normally show respect for the industry, talents, feelings and beliefs of others. Pupils take an active part in the delivery of assemblies and this input is valued. Bullying is very rare and the anti-bullying policy is a strong feature to which both pupils and members of staff adhere.

23. The opportunities provided by the school for pupils to take personal responsibility are very good. There are many examples of pupils showing initiative in all year groups and in all aspects of school life. There is a high level of pupil involvement in a wide variety of extra-curricular activities, including sport, music, drama and visits to foreign countries. Teachers pay tribute to the work of the sixth form prefects and are grateful for their support.

24. A particularly strong feature of the school is its work for charity and pupils show a clear understanding of the impact of their actions on others. The school supports a wide variety of deserving causes and there is an annual charity week. The Christmas Child Appeal takes place every year and both pupils and members of staff have also been engaged in raising a considerable amount of money to renovate a school in Afghanistan. More recently money was raised for the Southend Centre for the Homeless through the harvest collection.

25. Pastoral care is a major strength of the school and provides impressive support for the pupils in all areas of school life.

26. The school's arrangements for support and guidance are very good overall. The members of staff who oversee Year 7, middle school, upper school and the sixth form are very effective both individually and as members of the cohesive and committed pastoral team. The team meets regularly to evaluate progress and to ensure that pupils are supported academically and socially. Form tutors play an increasingly key role in assessing their pupils' performance in all areas, such as setting targets with them during tutorial

sessions. A good feature is the use of homework diaries, which provide information for parents on their children's progress. Teachers seek opportunities to celebrate both the academic and social successes of pupils in their charge and this was seen in assemblies and in lessons. Pupils thus feel both valuable and valued and are positive about the industry, talents and support of their teachers. Procedures for monitoring and promoting discipline and high standards of behaviour are very good and are applied effectively. The school has good relations with feeder primary schools, and members of the pastoral team obtain extensive information on pupils prior to them entering the school. Parents are particularly pleased with the induction arrangements for pupils when they first enter the school in Year 7.

27. The well-planned personal, social and health education programme is evaluated regularly and provides further opportunities for pupils to discuss wider issues. It is designed to encourage pupils to make wise, informed decisions and to explore attitudes, values and beliefs. The teaching on the programme is very good. An exceptionally good sex education lesson, where the pupils responded very well to the excellent teaching, was seen. There is also a very effective careers education programme that begins in Year 8. Pupils receive very good information on option choices and the careers open to them. Pupils applying for university places receive sensitive and well-founded advice from their teachers.

28. Child protection procedures are good. A member of the senior management team is the nominated member of staff, and training in this area has been provided for all teachers.

29. The curriculum is broad, relevant and flexible and includes excellent extra-curricular provision that has led, for example, to outstanding achievement in sport.

30. The school achieves its aims through the provision of a broad curriculum, which also provides opportunities for the pursuit of academic excellence. The curriculum caters very well for the needs and aspirations of pupils. The procedures for ensuring that both parents and pupils are aware of the range of options available and understand the implications of the decisions they make at the end of Key Stage 3 and Key Stage 4 are very good. An example of this is the advice provided for those pupils choosing either three sciences or two languages in addition to French at the end of Key Stage 3. The reasons for their choice and the implications of that choice are carefully considered prior to them embarking on the courses and being disapplied from the National Curriculum.

31. An excellent range of more than 60 extra-curricular activities is available to enrich the curriculum for pupils further. These include music, drama, study support, chess and various sporting activities. Large numbers of pupils opt for these activities and the school excels in a number of areas particularly sport. In the last academic year the school had more than 300 sporting fixtures. Parents are generally very appreciative of the range of activities provided, although a couple commented on the demands and the intensity of the programmes being followed by their children. The school's facilities are well used outside the normal teaching programme. The ICT rooms are utilised well at lunchtime and the library is used extensively. There is a range of visits to support learning, such as language exchanges, which enrich the learning in virtually all subjects.

32. The achievement of high levels of parental satisfaction

33. Parents are very pleased with the school and the opportunities it provides for their children, and the views expressed by them are very positive. They are particularly pleased with the quality of the teaching, the very good leadership and management and the high expectations the school has of the pupils. Parents felt that the school expects pupils to work hard and make good progress and it supports them well, enabling them to make good progress and attain very high standards. They also felt that the school is effective in

encouraging pupils to become mature and responsible citizens.

34. A number of parents felt that there is a good balance between the academic and other activities at the school. The significant number of Year 7 parents who responded felt that the arrangements to support transfer from primary education and induction into the school are very good. Many reported that their children are settling in well.

WHAT COULD BE IMPROVED

35. The use of ICT should be integrated more consistently into the teaching programmes of subjects across the curriculum, to enable pupils to make more use of their good ICT skills to support their learning.

36. Pupils in Key Stage 3 in the timetabled ICT lessons show a high level of skill in the use of ICT, which is being further developed by the good teaching. The computer rooms are well used by the pupils to support their learning beyond the normal school day, such as at lunchtimes when the rooms are normally full. Many pupils use ICT enthusiastically and effectively to support their learning and to develop their competence in using it. A number of subjects use ICT to support teaching and learning. Its use was seen in science, design and technology, modern foreign languages, religious education and music lessons. In these lessons the quality of learning was generally very good and pupils' attitudes and attainment were often excellent in response to the very good teaching. The use of ICT is not universal and it was surprising that a group following a GCSE course in business studies had made no use of it within the normal timetable. The school has mapped the cross-curricular application of ICT to support learning. This includes its use at Key Stage 4 where the school no longer offers a specific ICT course, a concern raised by some parents.

37. The school acknowledges that the level of staff confidence and competence in the use of ICT is variable and professional staff development funded through the New Opportunities Fund is shortly to be initiated for all staff. The present level and disposition of resources is unlikely to meet additional demands from across the departments. These include the use of ICT to improve teachers' efficiency and their effectiveness in using assessment information to support learning.

38. The consistency in the quality of teaching, so that the small proportion of less effective, but nevertheless satisfactory, lessons is reduced.

39. Lessons where the teaching was judged to be satisfactory were seen in a number of subjects, including each of the three core subjects. There were a number of reasons why these lessons were not as effective as the great majority of lessons seen. The main ones were the slower pace of the work, the lower expectations of the teachers, pupils not being managed as effectively and to a lesser degree the methods adopted to present the materials and the level of pupils' involvement in their own learning. In most of these lessons the quality of learning was satisfactory rather than the predominantly very good learning seen elsewhere, and in a few the pupils' attitudes, particularly those of a small number of individuals, dropped well below the normally very high standards seen.

40. There have been a small number of pupils each year who have not attained the high levels expected in the school in their GCSE examinations. The school has thoroughly analysed the reasons for this, which appears to be due largely to a degree of disaffection and lack of the motivation to succeed. A few pupils exhibiting a degree of disaffection were seen occasionally in the less effective lessons. In addition to the other strategies it has adopted to improve the motivation of these pupils, the school needs to consider the impact of the quality of teaching and the relationships between pupils and teachers in these lessons on the pupils'

motivation and the quality of their learning.

41. There is a sharp contrast in quality between the very good lessons that predominate and the small number of lessons where the teaching is only just satisfactory. Whilst significant observation of lessons and support to improve the quality of teaching has been undertaken, there is variation between departments. The school needs to continue to develop its systems of evaluation and support, with particular emphasis on improving the quality of the lessons where the teaching is only just satisfactory.

42. Deficiencies in the accommodation for physical education, music and science.

43. The quality of teaching in music is very high and this is reflected in the achievement of many pupils. However, deficiencies in accommodation adversely affect the quality of learning. Space is limited in both classrooms and there is insufficient soundproofing. The area under the stage is damp and lacks adequate ventilation. Secure storage for expensive instruments is limited.

44. Achievement in sport at the school is outstanding and the teaching is of very high quality. The indoor facilities for sport are, however, very limited and pupils tend to work outside most of the time. Space is limited in the only indoor space, the gymnasium, for classes of up to 32 boys, and this limits the use of apparatus. The limited indoor facilities adversely affect provision in physical education.

45. There is significant variation in the size of the science laboratories. Some are spacious whilst others are small. Science is presently taught in groups of up to about 25 pupils. The small laboratories present difficulties, especially for practical work, with groups of more than about 20 pupils. Whilst pupils in a chemistry lesson were seen to manage admirably well due to the very positive attitudes they displayed and the very good management of the group by the teacher, the space limitations nevertheless reduced the pace at which the practical work was undertaken. The small laboratories also place a limit on the group size in science, which has implications for the overall efficiency of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The school should now:

- (1) ensure the more consistent integration of the use of ICT within the teaching of subjects across the curriculum, to enable pupils to make more use of their good ICT skills to support their learning.
- (2) improve the quality of teaching in the small proportion of less effective lessons through clearly identifying them and taking action to bring about improvement.
- (3) seek to improve the provision of accommodation for physical education, music and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	42%	32%	18%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	626	227
Number of full-time pupils eligible for free school meals	20	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	17	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	3.9
National comparative data	7.9

Unauthorised absence	%
School data	0.0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	123	0	123

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	122	121	123
	Girls	0	0	0
	Total	122	121	123
Percentage of pupils at NC level 5 or above	School	99(98)	98(99)	100(99)
	National	63(65)	62(60)	55(56)
Percentage of pupils at NC level 6 or above	School	93(97)	98(98)	89(84)
	National	28(35)	38(36)	23(27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	123	123	123
	Girls	0	0	0
	Total	123	123	123
Percentage of pupils at NC level 5 or above	School	100(100)	100(98)	100(100)
	National	64(62)	64(64)	60(62)
Percentage of pupils at NC level 6 or above	School	87(78)	89(92)	93(86)
	National	31(31)	37(37)	28(31)

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
	1999	115	0	115

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	110	114	115
	Girls	0	0	0
	Total	110	114	115
Percentage of pupils achieving the standard specified	School	96(96)	99(99)	100(99)
	National	46.6(44.6)	90.9(89.8)	95.8(95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	60.3(58)
	National	38(37)

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

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	n/a
	National		n/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	95	17	112

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	26.2	26.7	26.3(26.6)	n/a	n/a	n/a
National	17.7	18.1	17.9(17.6)	2.7	2.8	2.8(2.8)

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

International Baccalaureate		Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	n/a
	National		82.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	7
Black – other	2
Indian	35
Pakistani	6
Bangladeshi	1
Chinese	7
White	776
Any other minority ethnic group	10

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	13	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 – Y13

Total number of qualified teachers (FTE)	50.8
Number of pupils per qualified teacher	16.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	10
Total aggregate hours worked per week	282

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	75.2
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Average teaching group size: Y7 – Y13

Key Stage 2	0
Key Stage 3	28.0
Key Stage 4	20.3

Financial information

Financial year	1999 - 2000
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	£
Total income	2511991
Total expenditure	2553249
Expenditure per pupil	3026
Balance brought forward from previous year	229484
Balance carried forward to next year	188226

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	853
Number of questionnaires returned	316

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	41	8	2	1
My child is making good progress in school.	49	44	2	0	6
Behaviour in the school is good.	46	47	2	0	5
My child gets the right amount of work to do at home.	31	60	6	1	2
The teaching is good.	40	54	1	0	5
I am kept well informed about how my child is getting on.	31	48	10	1	10
I would feel comfortable about approaching the school with questions or a problem.	57	39	3	1	1
The school expects my child to work hard and achieve his or her best.	79	19	0	1	1
The school works closely with parents.	38	45	11	1	6
The school is well led and managed.	58	37	1	0	3
The school is helping my child become mature and responsible.	49	44	2	2	3
The school provides an interesting range of activities outside lessons.	45	44	5	1	5