

INSPECTION REPORT

ST GEORGE'S CofE FOUNDATION SCHOOL

Broadstairs, Kent

LEA area: Kent

Unique reference number: 118919

Headteacher: Mr K Rumblo

Reporting inspector: John Woodroffe
OIN 7545

Dates of inspection: 25 – 28 September 2000

Inspection number: 223823

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Modern
School category:	Foundation
Age range of pupils:	11 – 18 years
Gender of pupils:	Mixed
School address:	Westwood Road Broadstairs Kent
Postcode:	CT10 2LH
Telephone number:	01843 861696
Fax number:	01843 867760
Appropriate authority:	The governing body
Name of chair of governors:	Mr D McCall
Date of previous inspection:	October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
John Woodroffe, 7545	Registered inspector
Jan Leaning, 9569	Lay inspector
John Plant, 20132	Team inspector
Jenny Newman, 4032	Team inspector
Sue Airey, 2913	Team inspector
Peter Hooker, 10979	Team inspector

The inspection contractor was:

Kent Curriculum Services Agency

Mid Kent Office
3 Shorncliffe Road
Folkestone
Kent
CT20 2SQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's C of E Foundation School is a mixed secondary modern school of above average size. There are 1,016 pupils on roll, of whom 100 are in the sixth form. The attainment of pupils on entry is well below the national average. The number of pupils with special educational needs (over 300) is above the national average and those known to be eligible for free school meals is broadly in line with the average. There are very few pupils from ethnic minorities and no pupils for whom English is a second language. The school is situated on the outskirts of Broadstairs, a Kent seaside town. The pupils come from a mix of socio-economic backgrounds, which overall are below the national average. There is high unemployment in the area.

HOW GOOD THE SCHOOL IS

St George's C of E Foundation School is a very good school. When compared with other secondary modern schools, results are usually good. Outstanding leadership creates a climate in which pupils want to learn, feel valued and achieve well. Teaching is good and the school community is committed to high standards in all that it does. The school gives very good value for money.

What the school does well

- Pupils achieve well. This year one third of pupils obtained five A* to C grades in their GCSE examinations and all pupils, including those with special educational needs, obtained at least five A* to G grades. Standards observed match the high standards achieved in examinations in previous years.
- Outstanding leadership ensures the success of this school.
- Teaching is good. Pupils are expected to work hard and do well.
- Pupils have very positive attitudes to learning. Relationships throughout the school are very good. The provision for personal development is very good.
- The house system is very effective in supporting pupils throughout their school life.

What could be improved

- The standards that pupils achieve in English are not high enough.
- Pupils' learning in many subjects is hindered by under-developed literacy skills.
- Pupils are not given enough opportunities to use and apply ICT in many subjects.
- In the sixth form a small number of students are not successful at A level.

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 improved and made good progress since the last inspection in October 1995. Teaching has improved and standards have risen in all year groups. A sixth form has been established and developed successfully and overall provides good value for money. The school has responded effectively to the key issues identified in the last report. The improvement in school management has been particularly effective in raising standards and expectations. The school is now a purposeful and unified community. The library has been reorganised and provides a very good learning environment. Whilst resources for information and communication technology have improved significantly, they are not used sufficiently in lessons. The school is very successful at identifying its own areas for improvement and has the capacity to continue to make good progress.

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	D	D	D	B
A levels/AS levels	N/A	N/A	E	

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

The overall standards on entry to the school are well below average.

At Key Stage 3, pupils, including those with special educational needs, make good progress and achieve well. In mathematics, the standards achieved are average compared to all schools nationally. Standards in English and science are slightly below the national average, but improving. In 1999, when compared to other secondary modern schools, results were well above average in mathematics, average in science and below average in English.

At Key Stage 4, pupils make satisfactory progress and they do well at GCSE. The proportion of pupils achieving at least five GCSE A* to C grades has risen steadily over recent years. In 2000, the proportion of pupils gaining five A* to C grades was over 34 per cent whilst all pupils gained at least five A* to G grades. This represents a remarkable success for the school.

Pupils do well in GCSE science and mathematics, but standards are lower in English language and should be higher.

In the sixth form, standards achieved on GNVQ courses are very high and represent a significant success for the school. GCE A level results are well below the national average. Small groups have of students have been successful in a range of subjects, but there have been few successes in science and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, work hard and want to succeed. They are proud of their school and all it stands for.
Behaviour, in and out of classrooms	Standards of behaviour are good. They have a significant impact upon successful learning.
Personal development and relationships	Very good. Pupils develop a positive attitude towards work and respect the feelings and beliefs of others. Very good relationships are a key feature of the school community.
Attendance	Attendance is in line with the national average. Unauthorised absence is below the national average. Punctuality to and attendance at lessons is good.

Procedures to monitor progress are good. Pupils understand what they should achieve and how to do so. This is evident in the recent GCSE examination successes of all pupils.

TEACHING AND LEARNING

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

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

Good teaching contributes strongly to the quality of learning and to the good progress pupils make. The knowledge and enthusiasm of teachers in most lessons fires pupils' interest. Pupils are expected to work hard and do well and most respond to this challenge. Teachers insist on good standards of behaviour and get them. They are interested in pupils' progress and achievements and this leads to the high standards the school achieves. However, the planned use of ICT and a more focused approach to literacy skills in subjects would ensure even higher standards.

Teaching is at least satisfactory in 98 per cent of lessons. In 46 per cent of lessons teaching is good and very good in 20 per cent of lessons. There is little teaching that is unsatisfactory (two per cent). Teaching in English, mathematics and science is often good and sometimes very good. Pupils with special educational needs are taught well. The quality of teaching has improved since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils receive a broad and balanced curriculum enhanced by a good range of extra-curricular activities. The sixth form curriculum is developing well and provides a stimulating range of courses. However, a small number of A level students have followed courses which were not appropriate for their abilities.
Provision for pupils with special educational needs	This is a strength of the school. Pupils with special educational needs make good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The teachers set a very good example for the pupils. The provision for all aspects of spiritual, moral, social and cultural development is very good. This is reflected in the daily life of the school.
How well the school cares for its pupils	This is a priority for the school. It cares for all pupils very well. The school focuses upon high expectations and raising achievement in all that it does. Its support systems reinforce and underpin this.

The school meets its statutory requirements. Information and communications technology is not used effectively in all subjects and consequently learning in some lessons is restricted. However, there are very good plans to remedy this. The absence of a whole school literacy strategy results in many pupils needing to improve their reading, writing, speaking and listening skills.

The house system is a strength of the school. Pupils, parents and teachers all know what each child needs to do to achieve better. Assessment is used very well to set targets and raise standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, senior managers and governors manage the school very well. The school has developed into a thriving and purposeful community in which the emphasis is upon high expectations and achievement.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They understand the school's strengths and are actively involved in school improvement.
The school's evaluation of its performance	The school is very successful in evaluating its performance. Effective systems are in place to monitor and evaluate all aspects of its work. It has been very successful in identifying its priorities for improvement
The strategic use of resources	The school makes very good use of its resources and targets them effectively. All matters relating to financial planning, monitoring and the evaluation of spending are of the highest standard. Support staff have a significant impact upon the success of the work of the school.

The vision and commitment of the headteacher are key elements in the success of the school. He has developed a highly effective team of senior managers. Governors give good support and have commissioned external evaluation of their systems, putting recommendations into practice to very good effect. Documentation is of a very high standard and plans for improvement and development focus upon the same priorities as have been identified in the inspection.

The school applies the principles of best value well and money is spent wisely and effectively.

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 very good progress which their children make. Good behaviour supported by the pastoral system. Very good information and regular parents' evenings. The good results which the school achieves in GCSE. 	<ul style="list-style-type: none"> A few parents felt that the range of activities outside lessons was limited. A closer working relationship with parents.

The inspection confirms that the partnership with parents' is a strength of the school and supports their positive views. This partnership encourages pupils to make good progress and to achieve high standards. Every six weeks there is a report to parents on the progress which their sons and daughters have made, together with targets for improvement and commendations for exceptionally good work. The school has an active parent- teacher association, which raises substantial sums to enhance pupils' learning. Parents on the governing body work hard for the good of the school.

The inspection finding is that pupils do have access to a wide range of extra-curricular activities and that the school does work closely with parents and involves them appropriately.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1 Pupils achieve well. This year one third of pupils obtained five A* to C grades in their GCSE examinations and all pupils, including those with special educational needs, obtained five A* to G grades.

1. The overall standards achieved by pupils prior to entry to the school in English, mathematics and science are well below the national expectations.
2. In the first three years, all pupils, including those with special educational needs, make good progress and achieve well, particularly in mathematics where teachers have high expectations and use very effective systems for planning and assessing pupils' work. In the 1999 national tests for 14 year olds, 67 per cent of pupils achieved level 5 or above in mathematics which was just above the national figure of 62 per cent. Also, 34 per cent reached level 6, compared to 38 per cent nationally. These results in mathematics were well above average when compared to other secondary modern schools. In the year 2000, the high standards in mathematics were maintained with 70 per cent of pupils achieving level 5 or above.
3. By the end of Year 9, standards in English are lower than in mathematics as fewer pupils reach level 6 or higher. In the 1999 national tests for 14 year olds, 51 per cent of pupils achieved level 5 or higher in English, compared to the national figure of 64 per cent. Only 9 per cent reached level 6. These results were below average when compared to other secondary modern schools. In 2000, English results improved, with 67 per cent reaching level 5 or above and 16 per cent reaching level 6 or above.
4. By the age of 14, standards achieved by pupils in science are improving as a result of the use of more detailed schemes of work and tighter procedures for monitoring pupils' progress. In 1999, 49 per cent of pupils achieved level 5 or higher in the science tests which was similar to other secondary modern schools. This rose to 55 per cent in 2000. Between 1999 and 2000, the proportion of pupils reaching level 6 in science rose from 5 to 12 per cent. This reflects the focus of the department upon improving standards.
5. Overall, over the first three years, boys do better than girls in English, science and mathematics. The school carefully monitors the relative performances of girls and boys and is developing good strategies to address any imbalance.
6. In Years 10 and 11, pupils make satisfactory progress and they do well at GCSE. Although the school's examination results are below average when compared to all schools nationally, they are above average when compared to other secondary modern schools. The proportion of pupils achieving at least 5 GCSE A* to C grades has risen steadily over recent years, reaching 34 per cent in 1999, compared to 47 per cent nationally. In 2000, the proportion of pupils gaining 5 A* to C grades was over 34 per cent whilst all pupils gained at least 5 A* to G grades. This represents a remarkable success for the school. It reflects the very effective systems in the school for monitoring pupils' personal and academic progress. Particularly, pupils with special educational needs (SEN) are well supported to enable them to achieve success at GCSE. In 2000, girls outperformed boys at GCSE.

7. Pupils do particularly well in GCSE science because they follow courses that are well matched to their abilities. Higher attaining pupils are very successful taking the GCSE double science option. The use of the Certificate of Achievement in science helps the lower attaining pupils work successfully towards GCSE standard. In 1999, almost half the pupils gained at least a grade C which was in line with the national average for all schools. Results in mathematics are below the national average. In 1999, 36 per cent of pupils gained grades A* to C, compared to 46 per cent nationally. However, science and mathematics results were well above average compared to similar schools. The results in 2000 and the levels of attainment in the present Year 11 in science and mathematics show continuing improvement.
8. Standards are lower in English language than in mathematics and science. In 1999, 37 per cent of pupils gained grades A* to C, which was below the national average of 55 per cent and in line with other secondary modern schools. Results in English language improved slightly in 2000. However, in 1999, the progress made by the pupils from Key Stage 3 to Key Stage 4 was well below average in English, compared to well above average in science and close to the average for mathematics. The reasons for this are detailed in section 30 of the report.
9. Pupils do better in English literature with around 45 per cent gaining grades A* to C in both 1999 and 2000. Results in drama are good. Results in German are poor. The school is aware of this and has appropriate strategies to ensure that the pupils are more successful in the future.
10. In the sixth form, GNVQ results were very good, building upon successes in 1998 and 1999. In 2000, 20 students completed their intermediate GNVQ courses successfully with four gaining distinctions and 14 gaining credits. At advanced level GNVQ, there were five distinctions, one merit and one pass. All of the students completed their Key Skills units successfully. These results are a significant success for the school.
11. GCE A level results are well below the national average. In 2000, only eight out of 20 A level students gained two or more GCE A level passes. Over the last two years, small groups of students have been successful in English, geography and a range of practical subjects. However, there have been few successes in science subjects and mathematics because the courses were too difficult for the pupils. Many sixth formers re-sit GCSE English and mathematics with good success and improve their grades.

2 Outstanding leadership ensures the success of this school.

12. The key to the success of St George's C of E School is the quality of leadership provided by the headteacher, senior managers and governors. The headteacher has a vision for the school which focuses upon high standards in everything and mutual support throughout the school community. The response from pupils, staff, governors and parents is extremely positive, resulting in a school of which they can all be proud.
13. Following the last inspection, a review of all levels of management has been completed and a number of changes implemented. The result is that all are committed to the aims of the school, everyone knows who is doing what and their particular role in whole school developments and issues. Good examples of this are seen in the impact that the young, acting head of history has already had upon the department after only a few weeks in the job and the focus in mathematics upon the highest possible standards. However, there are some areas which need to improve, notably the management of English, to ensure that standards in this subjects are as good as in others and there is support for whole school initiatives.

14. A school that is able to monitor and evaluate its performance and then identify its priorities for improvement as accurately and comprehensively as St George's will continue to improve and enjoy success. All are involved in this process including a governing body that is well informed, interested and hard working. Good communication is evident throughout the school. Support staff are an integral part of the community and are seen as such by the pupils. Such positive attitudes to their community as can be seen here are enriching the lives of pupils.
15. This secondary modern school is rightly proud that all pupils gained at least 5 A* to G passes in GCSE examinations in 2000. This has happened because the headteacher's vision has been translated into actions by the school community: good attendance; dedicated pastoral support; very good provision for pupils with special educational needs; high expectations and target setting; liaison with parents; high quality documentation and good quality teaching which have motivated the pupils to want to succeed.

3 Teaching is good. Pupils are expected to work hard and do well.

16. Good teaching contributes strongly to the quality of learning and to the good progress pupils make.
17. The knowledge and enthusiasm of teachers which is evident in most lessons, fires pupils' interest. This was illustrated in a Year 11 English lesson when pupils were learning how powerful the three witches were in Macbeth. Many teachers know how to present the subject in a stimulating manner and link theory to everyday life, making connections that appeal to the pupils. In a Year 10 mathematics lesson, the enthusiastic and challenging leadership shown by the teacher demonstrated empathy with the class and promoted growing confidence and knowledge. Pupils responded to this teacher's drive by making links to previous learning and showing increasing understanding of the principles surrounding angles. In lessons that are very good, teachers are confident in using questioning that makes pupils think and find out what they have understood.
18. Pupils are expected to work hard and achieve high personal standards: most respond to this challenge. They are keen and interested and often enthusiastic learners. In a Year 8 geography lesson pupils enjoyed the pressure of being challenged to complete aspects of the work within a specific amount of time, wanting to be accurate as well as speedy. In many lessons there is a highly productive and professional working atmosphere. Good teaching helps focus pupils' attention and allows them to concentrate. Teachers give clear explanations and directions. They also assess pupils' achievement during the lesson, giving supportive feedback that indicates what pupils are good at and what they need to do to improve.
19. In most lessons, good planning and preparation are very evident. Lessons often start with a review of what pupils know and understand from previous work. Objectives are shared and discussed so that pupils understand what is expected of them. In very good lessons, teachers present quite challenging tasks and pupils often help each other to succeed. Pupils with special educational needs are taught well and make good progress. Support assistants are very effective: adapting work for pupils with significant special needs, thereby enabling them to have full and equal access to the National Curriculum. Good homework is set in many lessons and this is often an extension of the work done in class. In lessons that are only satisfactory there is rarely an evaluative end to the lesson with teachers missing opportunities to use this time to reflect on the

impact of their teaching on achievement. Whilst schemes of work are detailed and of good quality some teachers' written planning does not identify strategies to address the needs of pupils of different abilities. Sometimes more able pupils are expected to complete the same work as the majority of the class: they find it too easy, finish it quickly and achieve little of worth. Consequently, pupils are less involved in their learning and tend to "switch off". In many lessons other than specialist English lessons, there is too little attention to reading, writing, speaking and listening. Throughout the school there is insufficient use of ICT to support and develop learning.

20. Teachers expect good standards of behaviour and get them. They are interested in pupils' progress and achievements and this leads to the high standards the school achieves. Teachers make it clear that they enjoy working with pupils and are able to make some of the more routine, but necessary lessons interesting, as in a grammar lesson where pupils were revising the principles of coherent, joined sentences. Pupils respond to these positive relationships with high levels of concentration. Classroom organisation is good, teachers are confident in working with pupils and unacceptable behaviour is rarely an issue. This enables teachers to have a relaxed relationship with pupils. When incidents of behaviour that are not acceptable occur, usually when work is too difficult or too easy for some pupils, they are handled firmly, but with patience and perseverance.

4 The house system is very effective in supporting pupils throughout their school life.

21. When joining the school, pupils are allocated to one of six houses. In addition to the usual sports and house competitions this is also the structure to promote personal support and encourage academic improvement and fulfilment. As pupils progress through school, because they are taught for a time in house groups, they develop a group identity which is supportive of the house system and makes it more effective.
22. Measures for promoting good attendance, good behaviour and the prevention of bullying are very effective. Pupils respond well to teacher's expectations of good behaviour both within lessons and around school resulting in good relationships with teachers and greater understanding and respect for the feelings of others.
23. The school places great store on enabling all pupils of all abilities to achieve their full potential and has very good procedures for monitoring progress and achievements. The house system focuses on raising individual academic achievement and teachers and form tutors work with pupils and parents to keep them regularly informed of progress. Teachers get to know individuals very well. An example of this was given by a Year 8 boy who easily explained what achievements he had gained, what he would need to do next to improve and how frequently his progress was reviewed. He felt that the "academic overview" system was helping him to improve his work. This was mirrored in many conversations with pupils in all year groups.
24. The system for rewarding efforts and achievement also works very well. Pupils really appreciate the badges, certificates and book tokens that are issued for good work and behaviour and enjoy having their achievements recognised. Pupils say that these commendations are encouraging and help them to try to work harder and behave well.
25. The house system supports pupils new to school, which to many is large and bewildering. Although only three weeks into the new term, Year 7 pupils are confident and self-assured. They know they can ask older pupils in their house for help and feel well supported by them and their teachers. Older pupils also speak very positively

about the guidance and support and they clearly feel that it is an important factor in the improvements they make in their work. The mentoring system for Year 10 and 11 pupils is very supportive and teachers and pupils report positively about its effectiveness. It involves house tutors meeting with a small group of pupils on a regular basis, encouraging them to keep persevering and is a major factor in the successful GCSE results for all pupils. Pupils set targets for themselves and parents are kept well informed.

26. Through the house system the school fulfils its intentions of quickly giving pupils a sense of belonging and creating a family atmosphere which remains throughout their time at school.

5 Pupils have very positive attitudes to learning. Relationships throughout the school are very good.

27. Pupils are very loyal to the school and appreciate and value the opportunities it provides. They are keen to start work and are willing to complete what is expected of them. Teachers do not need to nag them. In a Year 8 English lesson the pupils were quite happy to work beyond the bell. Pupils enjoy working hard because many teachers are also enthusiastic, fire their interest and know them well. Good teaching ensures an atmosphere of determined concentration. In a Year 12 health studies lesson students readily involved themselves in a discussion about the influences of bonding and consistency of care. A Year 8 drawing lesson was quite challenging. The teacher demanded accuracy in the rules of proportion. The group found it hard, but they persevered. This resulted in a real sense of personal satisfaction in the efforts taken. Because of the positive attitudes to learning and the successful procedures for supporting and monitoring those pupils who have difficulties, attendance is good and pupils want to come to school.
28. Behaviour in and around school is good. This busy environment is very well managed resulting in a secure community. All teachers maintain a sense of order in the classrooms and the narrow corridors. Movement of pupils at the beginning and the end of the day is calm and organised with little obvious supervision needed. For example, the arrangements for pupils who travel by bus are extremely good. Most pupils are relaxed and friendly, courteous to each other, to teachers and visitors. They are well mannered, opening doors and offering to help. The senior management team and the prefects help maintain this atmosphere quite unobtrusively. Many pupils know and respond to well-known procedures and take responsibility for each other. When incidents of unacceptable behaviour do occur, they are handled with patience and perseverance.
29. The quality of relationships in and around the school is very good. Pupils listen to, support and respect adults and each other. One group of Year 9 pupils said that they are encouraged to "look out for each other". In main school assembly the issue of bullying was raised. It was obvious by the reaction of the pupils that this interested them and was worthy of discussion. Pupils work very well in groups, discussing and solving problems, rarely arguing. Teachers are really interested in the pupils and they monitor diligently pupils' progress and achievements. This is a very important factor in the high standards the school achieves. The school's arrangements for child protection, pupils' welfare, health and safety are good. Support staff, such as the administration team, site manager and canteen staff also have a significant impact on this caring community. A climate for personal improvement and aspiration has been built into the life of the school. Parents, particularly, express this as one of the main reasons they choose this school for their children.

WHAT COULD BE IMPROVED

1 The standards that pupils achieve in English are not high enough.

30. When compared with mathematics and science, English results in Key Stage 3 national tests and at GCSE are unsatisfactory. This relative underachievement is due to a number of factors: management of the department; insufficient use of data; curriculum and lesson planning; weak marking and insufficient target setting and some teaching that does not ensure pupils of all abilities perform at their highest level. The absence of a whole school literacy strategy is adversely affecting standards in English across the school.
31. The impact of the National Literacy Strategy in Years 5 and 6 has not been considered and the good practice built upon. Data from previous schools is not used to identified targets for pupils when they join the school and the department is only just beginning to work on tracking and target setting data to improve results in the end of Key Stage 3 national tests. Information on pupil performance is not being used in day to day teaching nor to moderate the work of the pupils across teaching groups within each year.
32. A decision has been made to teach pupils in mixed ability groups. However, there is no indication in schemes of work, curriculum plans or individual lesson plans how pupils with varying abilities will be taught or what they will learn. It is not clear how pupils who are more able will have their learning extended, since in many lessons these pupils spend significant amounts of their time completing work that they can do fairly easily. In all classes there are pupils with some level of learning difficulty, but the work is rarely modified to help them understand. The practice of providing work sheets at two levels is not sufficient. Because pupils have positive attitudes towards their work and behave well, teachers are able to spend time with certain groups of pupils or individuals, giving extra help or making suggestions. However, all pupils usually work on the same tasks and use the same materials and books.
33. In Key Stage 3, marking is inconsistent and rarely includes constructive and developmental comments to help pupils to know what they need to do to improve. In Key Stage 4, teachers' presentations are stronger and the pace of lessons is faster. Marking is more constructive and expectations are higher. However, the lack of a clear strategy to improve reading, writing, speaking and listening at all times and the levels of underachievement from lower down the school, obviously impact upon the unsatisfactory GCSE examination results.
34. The department plans to refine all Key Stage 3 modules by 2001. This should be completed as a matter of urgency and teachers should incorporate differentiated lesson planning immediately. Some of the books and materials used are out of date and inappropriate, having been used in the primary schools.

2 Pupils' learning in many subjects is hindered by under-developed literacy skills.

35. There is no school literacy strategy nor a teacher to co-ordinate the development of the key skills of reading, writing, speaking and listening across the school.
36. The English department provides a structured programme to teach pupils these skills. In other departments, many teachers are aware of literacy issues within their subject

and often support pupils with guided reading and writing activities. In the best practice, some teachers correct errors in spelling and grammar when marking pupils' work and in some classrooms, for example in History, key words are displayed and referred to during lessons. However, the skills of reading, writing, speaking and listening are not taught across the school in a structured and co-ordinated way. Too often work is not corrected for inaccurate spelling, grammatical errors are ignored and teachers fail to comment upon the importance of these skills when marking work. Whilst most pupils achieve well, a focus upon literacy and reference to the aspects to be addressed in lesson plans and all schemes of work would improve standards in all subjects.

3 Pupils are not given enough opportunities to use and apply ICT in many subjects.

37. The school has responded well to the weaknesses in the use of ICT identified in the last OFSTED inspection. However, ICT is not used sufficiently within the curriculum to support the teaching of many subjects nor to enhance pupils' learning experiences. Pupils have a satisfactory working knowledge of the subject and can apply their skills in some subjects including mathematics and history. In other subjects, such as music and science, the use and application are in early stages of development and should be expanded.

4 In the sixth form a small number of students are not successful at A level.

38. The sixth form is an important and integral part of the school. It has developed very successfully over the last three years. Some of the teaching groups are small in number, but through good and prudent management, the sixth form is self-sufficient financially and its impact upon the rest of the school is very positive.

39. The sixth form curriculum is broad and balanced and includes key skills, physical education and religious education. Students choose from a good range of courses in GNVQ, GCE, A and A/S level and GCSE English language and mathematics. Most students follow intermediate and advanced GNVQ courses that are well matched to their abilities, with successful results. A smaller number of students chose appropriate GCE A level courses often in combination with GNVQ courses. However, over the last two years, too many students have followed A level courses in science and mathematics which were not matched appropriately to their ability and consequently did not achieve a successful outcome. This has now been addressed successfully. A strength of the school is its ability to evaluate its work and identify areas for change and improvement. The co-ordination and management of the sixth form is good and there are detailed plans to extend the range of courses available and to ensure that students' abilities are appropriate to the demands of the courses they choose. The school must ensure that all these changes are implemented.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- 1 Improve standards in English by:
 - developing strategies to extend the higher attaining pupils and support those with weaknesses;
 - using data more effectively to set targets and provide greater continuity from the primary school through to Year 11 and ensure greater consistency within year groups;

- improving the marking of work and ensuring that pupils know what they need to do to improve particularly in Years 7 to 9;
 - reviewing schemes of work , books and resources.
- 2 Improve literacy by:
- developing and implementing a whole school literacy strategy, building upon the National Scheme that all the younger pupils will have experienced in their primary schools;
 - reviewing the extent to which the skills of reading, writing, speaking and listening are taught in all subjects;
 - providing appropriate training for staff.
- 3 Increase the opportunities for pupils to use ICT in all subjects by:
- ensuring that the use and application of ICT forms an integral part of teachers' planning in all subjects;
 - providing pupils with greater access to new technologies;
 - providing staff training where it is needed.
- 4 Ensure that sixth form courses provide students with appropriate and worthwhile qualifications by:
- reviewing the courses on offer with the possibility of introducing further GNVQs;
 - ensuring an appropriate match between students' entry qualifications and the courses chosen;
 - forging closer links between the faculties in the main school and the sixth form.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	46	32	2	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	916	100
Number of full-time pupils eligible for free school meals	103	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	19	0
Number of pupils on the school's special educational needs register	319	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.6	School data	0.1
National comparative data	7.9	National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	78	109	187

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	32	61	45
	Girls	63	65	46
	Total	95	126	91
Percentage of pupils at NC level 5 or above	School	51 (73)	67 (62)	49 (45)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	9 (26)	34 (29)	5 (10)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	23	48	40
	Girls	57	63	60
	Total	80	111	100
Percentage of pupils at NC level 5 or above	School	43 (51)	59 (79)	53 (47)
	National	64 (61)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	13 (16)	13 (15)	5 (13)
	National	31 (30)	37 (37)	28 (30)

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	95	87	182

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	34	90	91
	Girls	28	85	86
	Total	62	175	177
Percentage of pupils achieving the standard specified	School	34 (32.6)	96 (98)	97 (99)
	National	46.6 (44.6)	90.9 (89.8)	95.8 (93.4)

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

GCSE results		GCSE point score
Average point score per pupil	School	34 (33)
	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	15	6	21

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	8.8	9.0	8.8	2.0	2.0	2.0
National	17.7	18.1	17.9	2.7	2.8	2.8

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	20	100
	National		66

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	1011
Any other minority ethnic group	1

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	2
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)	62.9
Number of pupils per qualified teacher	15.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	14
Total aggregate hours worked per week	268

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77.2
---	------

Average teaching group size: Y7 – Y13

Key Stage 3	23.7
Key Stage 4	20.6

Financial information

Financial year	2000
----------------	------

	£
Total income	2,539,198
Total expenditure	2,590,000
Expenditure per pupil	2,530
Balance brought forward from previous year	241,238
Balance carried forward to next year	190,436

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1016
Number of questionnaires returned	197

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	47	5	2	1
My child is making good progress in school.	48	45	3	1	4
Behaviour in the school is good.	34	55	6	1	5
My child gets the right amount of work to do at home.	26	61	7	4	3
The teaching is good.	34	60	2	0	4
I am kept well informed about how my child is getting on.	44	42	8	2	5
I would feel comfortable about approaching the school with questions or a problem.	53	41	3	2	2
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	40	45	10	2	4
The school is well led and managed.	43	50	2	1	4
The school is helping my child become mature and responsible.	46	48	3	1	2
The school provides an interesting range of activities outside lessons.	22	47	11	4	16