

INSPECTION REPORT

MANSHEAD SCHOOL

Caddington

LEA area: Bedfordshire

Unique reference number: 109705

Headteacher: Ian Greenley

Reporting inspector: Linda Ellis
3773

Dates of inspection: 6th - 8th November 2000

Inspection number:

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided denominational (Church of England)
Age range of pupils:	14-19
Gender of pupils:	Mixed
School address:	Dunstable Road Caddington Bedfordshire
Postcode:	LU1 4BB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Malcolm Davison
Date of previous inspection:	30/10/95

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils:	1007	(larger than average)
Number of pupils in the sixth form	200	
Pupils with English as an additional language:	0%	(very low)
Pupils entitled to free school meals:	11.8%	(about average nationally)
Pupils on the register of special educational need:	14%	(below average nationally)
Average number of pupils per teacher:	14.9	(lower than average)

Manshead is a voluntary aided Church of England school that caters for pupils aged 13-18. Although situated on the south-east border of Dunstable, the school draws its pupils from a wide area and most arrive by bus. Over the past seven years there has been a steady increase in the number of pupils on roll; for the last three years the school has been over-subscribed. Attainment on entry covers the full ability range. However there are fewer pupils than are normally found at the highest and lowest levels of attainment at age thirteen. There is an average percentage of pupils with statements of special educational needs. On balance, the prior attainment of pupils is broadly average.

HOW GOOD THE SCHOOL IS

Manshead School is a good school and, in many respects, extremely effective. Strong leadership creates a climate in which there are good opportunities for all pupils. Pupils are keen to learn and there are excellent opportunities for pupils' personal development. Overall, teaching is good, with a significant proportion that is very good or excellent. The school provides good value for money.

What the school does well

- Standards in the sixth form are good, above average.
- The curriculum provides very good opportunities for gifted and talented pupils and there are excellent arrangements to include all pupils in the life of the school.
- Pupils' behaviour, attitudes and personal development are very good. Extra curricular activities and other aspects of the House system a significant features promoting this.
- Provides for very good social and moral development.
- Cares extremely well for its pupils and provision for those with special needs is very good.
- The headteacher, deputies and governing body give clear and effective leadership and are continually seeking to improve the school further. Planning for the future is very effective.

What could be improved

- Standards in modern languages and most areas of design technology, which are unsatisfactory.
- The challenge in the small proportion of lessons where pupils do not achieve their best; most often these lessons are for middle attaining pupils.
- The systems for setting and recording homework and reporting pupils' progress to parents.
- Some middle managers are less effective than others in using the programme of monitoring to bring about changes in the quality of teaching.

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 made considerable progress since its last inspection in October 1995. Standards in GCSE have increased at a rate that is in line with that found nationally. The

quality of teaching is better. Most of the areas for action identified in the last inspection have been tackled very successfully. The role of the governors in curriculum matters is now very good and the school has made progress in improving systems for monitoring and evaluating the progress of pupils and the effectiveness of the curriculum. The provision for supporting pupils with special educational needs is now very good and these pupils make good progress in their learning. There have been improvements to pupils' use of research skills and abilities to learn independently, which is linked, in part, to the growth in the use of information technology. The library is still small but used well. The setting and grouping arrangements are complex in Year 9 and there remains a need to monitor the effect of the system on different groups of pupils. Health and safety issues have been addressed.

STANDARDS

The table shows the standards achieved by fourteen year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
End of Key Stage 3 tests	B	B	B	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Standards achieved by pupils aged fourteen years are above average. Standards in mathematics are well above average and those in science and English are above average. There is an overall improvement in standards, which matches that found nationally. Higher attaining pupils do well and the number attaining higher grades in English and mathematics is well above that found nationally. There is an above average number attaining these grades in science. The work seen during the inspection reflects these results.

The table shows the standards achieved by sixteen and eighteen 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	B	B	C	C
A-levels/AS-levels	C	D	B	

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Overall, the standards attained by pupils aged sixteen years are in line with national averages and with the averages attained in similar schools. In recent years, standards have improved at about the same rate as the national trend. In 2000 the school was not able to meet its own targets for achievement in examinations. The reason for this lies in the relatively weak performance in two subjects which were taken by the majority of pupils: design technology

and modern languages. There was also some lowering of standards in English. When compared to similar schools, standards in science are consistently above average and results in English and mathematics are about average. Most pupils make satisfactory progress between the ages of fourteen and sixteen but inspection evidence shows that some middle attaining pupils make slower progress than other groups. Pupils have good numeracy skills, which are used well across the subjects of the curriculum. They are also very good listeners. Pupils speak with confidence and they are very good at discussing and debating. Standards of writing are about average.

Overall, standards at A level are above average. Standards in 2000 fell slightly, largely due to a weaker performance in general studies, other subjects continued to do well. There were particularly good standards in art, chemistry, geography, physical education and physics. Students are taking a wide range of subjects and they are progressing well in key skills. Students performed well in their GNVQ (General, National, Vocational Qualifications) programmes. Progress is good in the sixth form.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. The vast majority of pupils are very keen to learn. They work well independently and in groups.
Behaviour, in and out of classrooms	Very good. In lessons pupils respond well to their teachers, showing respect for each other and the staff. When moving around the school or working without direct supervision, behaviour remains at a high standard.
Personal development and relationships	Excellent. As they progress through the school, pupils develop a sense of responsibility, which is promoted through the House system.
Attendance	Satisfactory. The rate of authorised absence is an issue for the school and there are strategies in place for improvement.

With the exception of the rate of attendance, these areas are a significant strength

TEACHING AND LEARNING

Teaching of pupils:	aged 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.

On balance, teaching is good, although a significant proportion is very good or excellent. Ninety-five percent of lessons seen were satisfactory or better and twenty-eight percent were very good or excellent; only five percent were unsatisfactory. Teaching and learning were good in English and mathematics. Teachers' good subject knowledge and ability to explain clearly, together with the good relationships and the pupils' attitudes, contribute to the strong ethos of learning, which helps pupils make good progress. In some lessons, teachers did not target the work sufficiently closely to the needs of individual pupils, especially those in middle attaining groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is supported by a wide range of extra-curricular activities, most of which take place in the lunch time because of the position of the school. The school caters very well for those who have particular gifts and talents. Pupils who require a modified curriculum are also well served. The amount of religious education taught in the sixth form is unsatisfactory.
Provision for pupils with special educational needs	There is very good provision for pupils with statements of special need and identification of the needs of others is good. Lower attaining pupils make good progress when helped by the very effective learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good and this is a strength. Opportunities for spiritual development are good. Pupils have good access to learning about their own cultural traditions but fewer opportunities to prepare for life in a multicultural society.
How well the school cares for its pupils	The school has very effective systems in place to ensure the health, safety and well-being of students. These systems are monitored and reviewed by the senior management team at frequent intervals.

These areas are a significant strength

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputies provide very clear and effective leadership. The management structure is well defined and many staff have responsibility for developing areas of the school. Parents, pupils, staff and governors are consulted before important decisions are taken. Not all subject leaders are equally strong in monitoring the work of their subject teams, which reduces the effectiveness of the procedures.
How well the governors fulfil their responsibilities	Extremely well. Governors bring commitment and expertise. They are very well informed and meet almost all of their statutory responsibilities, the exception being insufficient religious education in the sixth form and the provision of a daily act of collective worship.
The school's evaluation of its performance	Good. This is becoming a strength. There is good analysis of examination data and other indicators, which helps the school identify areas of strength and weaknesses. Teachers and pupils are aware of the targets for progress.
The strategic use of resources	Strong financial planning ensures that the school deploys resources very effectively, guided by the school development plan. The school consults widely and gets good value for the money it spends.

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 values promoted by the school. • The children are expected to work hard. • They feel comfortable in approaching staff. • Their children like school. • Their child is making good progress. 	<ul style="list-style-type: none"> • A significant minority thinks that the school does not keep them sufficiently informed about how their children are getting on. • A significant minority thinks the school does not work closely with parents. • The amount and quality of work pupils are given to do at home is variable. • The school does not provide an interesting range of extra-curricular activities.

Parents feel very positive about the school; they appreciate the values the school promotes. They welcome the school's responsiveness, consultation and the improvement in communications.

The inspection team agrees with the positive comments that parents make. The school strives hard to work closely with parents, keeping them informed through a variety of newsletters and bulletins. However, the style, structure and quality of the reports, whilst complying with requirements, does not sufficiently inform parents about their child's progress in all subjects. At present the setting of homework is not well organised and is insufficiently clear to pupils and parents. The inspection team finds that there is a very wide range of activities especially for the performing arts and also includes sports, mathematics clubs, public speaking and many others and therefore disagrees with the parents' perception.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in the sixth form are good, above average

1. In the sixth form, GCE advanced level results have been above average in the last two years. The average point score per student was 18.9 in 1999 compared to a national average of 17.9. In 2000 the school average fell by a small amount to 18.4 points per student. Results in art, geography, chemistry, physics and physical education are especially good; results in other subjects are as expected with the exception of mathematics and, in 2000, general studies. The results in A level mathematics have been below average because a significant group of higher attaining pupils have taken the exam early and obtained results below expectation. The early entry was considered appropriate for these able mathematicians but evaluation by the school has resulted in a change of provision for this group of students. Standards of work seen in A level mathematics were good. The general studies results in 2000 were, unusually, well below the average attained in other schools nationally; this significantly affected the average point score.
2. Good teaching of A level subjects and the rigorous monitoring of students' progress contribute to the above average standards. Students know how well they should do, based on the grades they obtained in GCSE. Effective systems are in place to regularly estimate the standard of work of an individual, and discussions with tutors compare this standard to that expected. This ensures that students have the information they need to improve their learning, if necessary.

Pupils' behaviour, attitudes and personal development are very good. Extra curricular activities and other aspects of the House system are significant features promoting these.

3. Around the school, pupils show a very good awareness of each other's needs, for example in assisting fellow pupils who, for a variety of reasons, have problems moving around the school. In general, pupils are polite and considerate. They are confident when speaking to adults who come into school, and effectively present opinions that indicate mature reflection.
4. Pupils are given plenty of opportunities to take responsibilities. They select representatives from each form to contribute to debates about issues of concern. The Houses organise a variety of events, which give pupils opportunities to manage themselves and work in groups. There are also charitable activities in which many participate.

The curriculum provides very good opportunities for gifted and talented pupils and there are excellent arrangements to include all pupils in the life of the school

5. The school has made extra provision for high attaining pupils who are identified at the end of Key Stage 3. These pupils are offered a fast track full course in religious education and an extra mathematics course in statistics. Pupils have the choice of three modern foreign languages at GCSE and they can opt for a GCSE drama course that is taught at lunchtimes and after school. The teaching of high attaining pupils is very good; they make good progress in lessons. There is a much stronger emphasis on independent learning for these pupils than at the time of the previous inspection.

Their attitudes to learning are very good.

6. Performing arts are encouraged through the Houses. Pupils are given very good opportunities to develop their talents in music, dance and drama through performance in shows and concerts throughout the year. The standard of work is high. Impressively, pupils collaborate well without the direct supervision of teachers. Sixth form students are given responsibility for managing the productions; in doing so they develop their own talents.
7. There are very effective ways to ensure the inclusion of all pupils in the life of the school. Modifications to the curriculum for individuals are properly discussed with parents, and decisions are taken in the best interests of the pupil. For example, some pupils do not study modern foreign languages but have, instead, lessons that help them to develop better learning skills. A group of pupils do not continue with design technology beyond age fourteen and are able to increase the range of arts subjects taken such as music, geography or history. Some pupils who might otherwise have failed to attend school spend some of their time experiencing work or following courses at the local college. As far as possible these pupils still study five GCSE subjects. All pupils are enabled to take part in the performances and in extra-curricular activities.
8. Recently, the school has developed an 'independent learning centre', which has been largely funded through a special grant. The purpose of this centre is to help a range of pupils to take part more fully in school life. The centre is managed by a very experienced teacher who works with pupils at risk of exclusion and those who are returning to school following exclusion. The centre also supports pupils experiencing emotional problems or temporary difficulties that affect their learning in school. Pupils are responding very positively to this, and parents are equally pleased with the results.
9. The school provides a small number of opportunities for vocational GCSEs, business studies and office applications. These are taught well and are popular with pupils. However, there remains scope to develop a greater range including part 1 GNVQ programmes. There are GNVQ options in the sixth form which are administered properly, but the teaching is sometimes less than satisfactory due to a lack of relevant, up-to-date course material and lack of challenge. On the whole, pupils have achieved satisfactory outcomes and a good completion rate. The breadth of courses has been enhanced by vocational A levels.

It provides for very good social and moral development

10. Relationships between all members of the school community are very good. The co-operative working relationships between staff set good examples to pupils who observe that good humour, kindness and mutual support are attitudes to which they should aspire. Many lessons encourage pupils to work in small groups: teachers assist and promote a good working environment through well-timed interventions that ensure that all pupils collaborate effectively.
11. Through topics in religious education, English, complementary studies and in other subjects in the sixth form pupils are presented with a range of moral issues to consider. Pupils take a very mature attitude to debate of issues such as genetic engineering, abuse, the environment and religious tolerance.

It cares extremely well for its pupils and provision for those with special needs is very good

12. Relationships between staff and pupils are very good and teachers set high expectations for standards of behaviour. The school is an orderly community in which pupils can be trusted to use the buildings freely when not directly supervised. Pupils are encouraged to take responsibility for themselves, complemented by a good system of rewards and sanctions. Pupils respond well to the frequent use of praise and the accumulation of merits and rewards. All pupils are clear about the sanctions that result from collecting debits for a range of inappropriate behaviours. The strength of the system is that it focuses on reward; on a few occasions pupils' debits are cancelled so they have the opportunity for a fresh start, merits however continue to accumulate. There is some inconsistency in the way in which merits are used by different teachers. This reduces to some extent, the overall effectiveness of the system.
13. Pupils' progress is closely monitored and this is a significant contributory factor to the good standards attained in Year 9 and the sixth form and to the satisfactory progress of most students in Years 10 and 11. Pupils are aware of the grades they should be able to attain based, on their past performance and other measures such as cognitive ability tests (CATs). Each term the standard of pupils' work is assessed. Form tutors are responsible for checking that pupils are progressing satisfactorily towards their target. Parents are informed of these assessments and tutors have time to interview pupils to help them to make better progress or reward them for good work. Performance in homework and behaviour are also monitored.
14. There are very efficient and effective systems for ensuring that pupils are kept safe whilst in the care of the school. There are very good arrangements for first aid and for looking after the welfare of children at risk.
15. The provision for pupils with special educational needs is very good. Pupils with statements of special educational need make very good progress and others on the school's register make good progress. There is strong leadership from the co-ordinator; she has developed good systems that support all teachers in planning to meet the pupils' needs. The development plan shows that she has aspirations to further improve by targeting individual education plans even more effectively. The guidance offered through publications is very good. Particularly effective is a set of meetings at which each department has a representative. This is an efficient way of communicating new developments and listening to problems.
16. The specialist classroom support given to pupils with special educational needs is very good. These pupils have good access to the whole curriculum and have opportunities to participate in the full range of sports and other extra-curricular events. Most support is in lessons: only in a few instances are pupils withdrawn for intensive coaching. Teachers request support, if required, from the assistants early in the term, after they have taught a class for a few weeks. Assistants are not linked to a specific department but this would be a useful development in increasing still further the efficient use of the resource.
17. The governor responsible for special educational needs works closely with the school and monitors the work of the co-ordinator. The available funds are used efficiently and administration is extremely good and efficiently organised. Parents are kept well informed at every stage.

The headteacher, deputies and governing body give clear and effective leadership and are continually seeking to improve the school further. Planning for the future is very effective

18. The headteacher has a clear vision which is reflected through the policies and actions in the school. Parents are pleased with his leadership and the direction that the school is taking. Since the last inspection there have been extensive changes to the management structure to generate a system where all staff can feel well informed and able to contribute to decisions. The management group is small, consisting of only four people, with a good spread of responsibility across the team. Effective meetings, chaired by those with responsibilities, bring together appropriate groups of staff to share information, debate issues and propose developments. This system works well and teachers and other staff are supportive of developments that improve standards and provide equality of opportunity for all.
19. Monitoring programmes have been put in place since the last inspection. Annual meetings are held between the headteacher and heads of department to discuss issues arising from an analysis of pupils' performance in examinations. Action points are agreed and these, together with progress on the development plan, are the basis of further line management meetings held at regular intervals throughout the year. Teachers have been observed by senior staff and subject leaders. This is to be further developed through the performance management system. The school is well placed to implement this system. The small quantity of unsatisfactory teaching is not yet being dealt with effectively by some subject leaders.
20. There is a focus on raising standards in the very clearly presented school development plan. Appropriately, the plan undergoes revision in discussion with the governors. Responsibilities, time scales and financial implications are included. Individual department developmental plans are satisfactory. The school is involved in a countywide programme of action research to improve standards. Projects are selected by departments and most are very focussed on identifying changes that will make a difference in standards.
21. Governors are a very strong group with a clear vision for the school. They see the school as an essential part of the community that needs to develop the whole child and attain highest standards in academic and artistic endeavours. The governing body fulfils its statutory responsibilities with only two deficiencies: there is insufficient religious education in the sixth form and the daily act of collective worship is not in place. The governors are very involved in the life of the school. All subjects have a link governor and there is a programme of visits which are well managed and appreciated by subject leaders. This gives governors a good insight into issues that they need to consider in strategic planning. The chair of governors meets frequently with the headteacher and is supportive but challenging in his discussions.
22. Decisions are made with due regard to best value. There are good tendering arrangements and the school strives to get good value for money from all its financial outlay. Further to that however the school has made good decisions based on the value provided by developments to the pupils and the whole community. For example, in response to concerns about communication with parents a wide range of people were consulted before the present system of posting newsletters was introduced. This is an expensive solution but one that the school has agreed to because of the value it provides. The school spends an above average amount on administrative and support staff, which has been correctly judged to provide good value for money. They enable the management group, governors and other staff with

responsibilities to perform their duties with efficiency. These staff are fully committed to the school and make a very valuable contribution to the life of the school and the good relations with the wider community.

23. The school plans very well for the future. Very good strategic planning has anticipated the growth of the school, particularly the sixth form, and other issues that will affect staffing and the fabric of the building. Resources have been very well managed and the school is in a good position to meet the new challenges that face it. The school budgeted for developments that were subsequently funded by grants; this accounts for the large carry forward sum in the last financial year. All grants have been managed appropriately and to the benefit of the pupils.

WHAT COULD BE IMPROVED

Standards in design technology and modern languages which are unsatisfactory

24. There have been below average standards in GCSE design technology over the last few years. Results in 2000 are an improvement on those in 1999. The school has explored thoroughly the cause for these disappointing results and is implementing strategies for improvement. Pupils arrive at the school with a wide range of prior experience and attainment. By the end of Year 9 attainment is below that in most other subjects. In the lessons observed in Year 10 there was a below average level of skill in the use of tools, such as saws. There have been difficulties staffing the department to teach the appropriate range of skills. This has now been resolved. That this has been a significant influence on performance is demonstrated by a close analysis of the results achieved by pupils in different classes. Teachers' planning, which was criticised in the last report, is now good. However, in some of the lessons observed the pace was too slow for pupils to make sufficient progress. Good monitoring systems are now in place and there are indications that these will have an effect on improving standards.
25. Standards in modern languages are improving but are well below average. Again, the school is striving to improve the situation and the lessons observed indicate that the quality of teaching is at least satisfactory and often good. The standards observed are below expectation, especially in written French. As with design technology there are several factors contributing to the low standards at age sixteen. There is a wide range of prior attainment on entry to the school with most pupils working below the expected level for their age. Some pupils come with poor attitudes to the subject. The choice of one of two additional languages in Year 9 is very beneficial for able linguists but it is difficult for some pupils to reach the required standard at age sixteen when they begin study at age thirteen. There have been difficulties recruiting staff (a national problem) but this is now resolved. Pupils are making satisfactory progress in most aspects of the subject, especially in speaking. Written work is less well developed; teachers do not expect enough of pupils in this aspect.

The effectiveness of the programme for monitoring teaching to bring about improvement.

26. Whilst a great deal has been done to improve the systems for monitoring the work of the school there remains an area of weakness. Appraisal of senior staff is rigorous and effectively carried out by the governors; this results in challenging targets. There is also a clear system of line management between senior staff and subject leaders. Not all subject leaders, however, effectively monitor the teaching in their departments to bring about improvement where it is required. There is inconsistency in the

approaches used in the teaching of some subjects and there is little evidence from subject documentation that there has been a concerted effort to incorporate best practice into the teaching of all staff.

The challenge in the small proportion of lessons where pupils do not achieve their best; most often these lessons are for middle attaining pupils.

27. In a small proportion of lessons, the work prepared does not meet the needs of a significant group of pupils in the class. In some of these lessons some pupils' attitudes to learning are unsatisfactory because the work is inappropriately pitched. These lessons are most often those for middle ability groups in which there is a wider spread of ability than is found in other sets. Teachers have information regarding the prior attainment of the pupils in their group but some do not have appropriate strategies for managing the learning in these classes. Overall improvement in the quality of teaching for these pupils would significantly effect the standards attained by the school.
28. The setting and grouping arrangements are significant factors in the weaker teaching for some middle attaining groups. They are complicated and some teachers are not clear about where to pitch the work in sets that are labelled as middle attaining. For instance, Year 9 is divided in to three bands; in one band there are five class groups and in the other two there are three groups but the average level of attainment varies between them. Thus a middle-attaining group in one band has different needs compared to a middle group in another band.
29. Some of these middle-attaining groups contain a significant number of pupils on the schools' register of special educational needs and these pupils make good progress overall, especially when supported by classroom assistants. In order to raise the attainment of the pupils in these classes more classroom support should be provided, thus enabling the class teacher to better focus resources.

The systems for reporting pupils' progress to parents and the setting and recording of homework

30. Parents are not always fully informed of their child's achievements and how they could improve. Whilst parents receive three reports each year, two of these reports are very brief, consisting of grades for effort and attainment with no detail about the progress pupils make. Whilst reports at the end of Year 9 broadly meet the statutory requirements, in most subjects reports do not identify achievement and areas for development in terms of the standards described in the national curriculum. Many remarks are general and focus on attitude and behaviour. Improving the quality of the reporting will help pupils to better understand where to focus their efforts to make progress. This would complement the good monitoring by tutors of pupils making less than expected progress.
31. Some parents expressed concern about the amount and quality of homework that pupils are set. Observation of pupils' planning books or diaries showed that homework, whilst set in all subjects, was not regularly recorded. In many observed lessons homework was set but there were few instances of teachers insisting that it be written into diaries. Additionally, it is not easy to discern the work that had been completed for homework in pupils' books, as it is frequently not labelled. The two-week timetable requires both teachers and pupils to be vigilant about recording, as the homework timetable is not the same for each week. At the time of the inspection some pupils did not have a copy of the homework timetable.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The governing body, senior management team and staff should develop strategies to:

- (1) improve standards in design technology by:
 - ensuring that lesson planning is rigorous and that expectations of pupils are clear;
 - investigating early, prior to transfer, pupils' skills and devising a programme to meet the needs of individuals.

improve standards in modern languages by:

- a more rigorous concentration on the written aspects;
- improving the pace of the lessons.

- (2) improve the quality of teaching for the middle attaining pupils by:
 - building on best practice that ensures planning for the needs of all pupils in a class.
- (3) improve the systems for setting and recording homework and the information contained in annual reports to parents.
- (4) provide training for heads of department to help them to ensure greater consistency of good practice in their departments.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	21%	38%	29%	5%	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	Y9 – Y11	Sixth form
Number of pupils on the school's roll	807	200
Number of full-time pupils eligible for free school meals	96	

Special educational needs	Y9-Y11	Sixth form
Number of pupils with statements of special educational needs	25	
Number of pupils on the school's special educational needs register	139	1

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	15
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	8.3
National comparative data	7.9

Unauthorised absence

	%
School data	0.8
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	2000	143	132	275

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	79	108	101
	Girls	110	107	91
	Total	189	215	192
Percentage of pupils at NC level 5 or above	School	69 (69)	78 (74)	70 (56)
	National	63 (65)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	39 (23)	51 (44)	33 (20)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	111	108	77
	Girls	125	110	82
	Total	236	218	159
Percentage of pupils at NC level 5 or above	School	86 (78)	79 (69)	58 (50)
	National	65 (64)	66 (64)	60 (59)
Percentage of pupils at NC level 6 or above	School	56 (42)	37 (44)	28 (17)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	105	138	243

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	44	93	101
	Girls	72	129	136
	Total	116	222	237
Percentage of pupils achieving the standard specified	School	48 (44)	91 (91)	98 (98)
	National	49 (47.9)	88.8 (88.5)	95.5 (95)

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

GCSE results		GCSE point score
Average point score per pupil	School	38.4 (39.1)
	National	38.7 (38.1)

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	0
	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
	2000	51	54	105

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	17.7	18.2	1.2	1.8	1.4	
National	18.1	18.8	18.5 (17.9)	2.8	3.1	3 (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	11	82
	National		78.9

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	4
Black – other	3
Indian	22
Pakistani	0
Bangladeshi	1
Chinese	
White	772
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	42	3
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y9-Y13

Total number of qualified teachers (FTE)	67.7
Number of pupils per qualified teacher	14.9

FTE means full-time equivalent.

Education support staff: Y9– Y13

Total number of education support staff	21
Total aggregate hours worked per week	437

Deployment of teachers: Y9-Y13

Percentage of time teachers spend in contact with classes	74.6%
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Average teaching group size: Y9-Y11

Key Stage 3	22.9
Key Stage 4	21.4

Financial information

Financial year	1999-2000
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	£
Total income	3081160
Total expenditure	2981224
Expenditure per pupil	3036
Balance brought forward from previous year	168720
Balance carried forward to next year	268656

Results of the survey of parents and carers

Questionnaire return rate

22.7%

Number of questionnaires sent out

1007

Number of questionnaires returned

229

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	53	5	3	0
My child is making good progress in school.	36	55	5	0	3
Behaviour in the school is good.	24	61	5	0	10
My child gets the right amount of work to do at home.	24	58	13	5	1
The teaching is good.	25	62	7	0	6
I am kept well informed about how my child is getting on.	16	51	19	5	9
I would feel comfortable about approaching the school with questions or a problem.	46	47	2	2	3
The school expects my child to work hard and achieve his or her best.	63	31	4	1	1
The school works closely with parents.	17	53	17	4	8
The school is well led and managed.	30	54	4	2	10
The school is helping my child become mature and responsible.	37	50	8	0	6
The school provides an interesting range of activities outside lessons.	36	43	9	2	10

Other issues raised by parents

The pre-inspection meeting was overwhelmingly positive about the school. Parents stated that they appreciate the values the school promotes. They welcome the school's responsiveness, consultation and the improvement in communications. There were some concerns about the homework set and the inspection has found that the school needs to improve the way in which homework is recorded and checked by teachers.