

INSPECTION REPORT

Hodgson High School Technology College

Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119713

Headteacher: Mr P E Wood

Reporting inspector: Mr T W M Comer
15109

Dates of inspection: 11 –14 September, 2000

Inspection number: 223865

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 - 16

Gender of pupils: Mixed

School address: Moorland Road
Poulton-le-Fylde
Lancashire

Postcode: FY6 7EU

Telephone number: 01253 882815

Fax number: 01253 899971

Appropriate authority: The Governing Body

Name of chair of governors: Councillor G W Roper

Date of previous inspection: 17 February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr T W M Comer	Registered inspector
Mr G G Parry	Lay inspector
Mr C J Radley	Team inspector
Ms F D Findlay	Team inspector
Mr J E Ratcliffe	Team inspector

The inspection contractor was:

North West Education Services
Shieling House
Lamberts Lane
Congleton
Cheshire
CW12 3AU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hodgson High School Technology College is a larger than average comprehensive school educating boys and girls in the 11-16 age range. The roll is 1089 and has steadily risen over recent years. The character of the annual intake of pupils has changed since the previous inspection, in 1995. The overall background and attainment of the annual intake were both above average and are now average. Many pupils, especially boys, begin school with weaknesses in basic literacy. An average proportion of pupils receive a free school meal. An average proportion of the school's population is on the register of special educational needs but the proportion with a formal statement of special educational need is above average. A small number of pupils are from ethnic minority backgrounds but only three of these pupils have English as a second language and all are fluent in English.

HOW GOOD THE SCHOOL IS

This is a good and effective school. It educates its pupils well and has some very good features. The leadership is very effective and is committed to raising standards. Pupils respond well to the school's high expectations of effort, behaviour and achievement. They are well taught and make good progress. The school gives good value for money.

What the school does well

- Standards are high and pupils achieve well in most subjects.
- The teaching is good.
- Pupils' attitudes and personal development are very good.
- The school is very well led and managed.
- The school has effective systems in place to maximise pupils' achievement and to ensure their welfare.

What could be improved

- GCSE results in science and information technology.
- Standards in literacy, especially of middle attaining boys.
- The use of information technology to support teaching and learning in all subjects.

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 good overall progress since the previous inspection, in 1995. It has made good progress with nearly all of the issues raised by the previous inspection though further work still needs to be done to develop information technology. Teaching has improved. Although the GCSE results have not improved as fast as they have nationally, the school has maintained its good results whilst the attainment of the annual intake of pupils has fallen and this year's GCSE results were the school's best ever. Boys' GCSE results improved sharply in 2000 because the school's strategies to raise boys' achievement have worked though some of the boys have weaknesses in basic literacy which adversely affect their achievement. Since the previous inspection, the school has overhauled many of its procedures and policies. For example, a new assessment system identifies underachieving pupils and helps them to raise the standards of their work.

STANDARDS

The table shows the standards achieved by 16 year olds based on GCSE examination results.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	B	B

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

Pupils aged 11-14

Pupils make good progress and most achieve high overall standards by the age of 14. Pupils with special educational needs make good progress towards the targets set for them. Good standards seen in English, mathematics and science lessons are reflected in the results of the 1999 national tests at the age of 14, which were above the national average in English and well above average in mathematics and science. This year's results were similar to those of 1999 in English and science and improved even further in mathematics. Taken over the four-year period 1996-99, the test results improved in line with the national trend. Over this period, there was little difference between boys' and girls' performance in mathematics and science but girls outperform boys in English because their literacy standards are higher when they begin secondary school.

Pupils aged 14-16

Year 11 lessons could not be seen during the inspection because these pupils were away from school on work experience. However, samples of their written work show that pupils make good progress and reach high overall standards at the age of 16. GCSE examination results are usually well above the national average but, in 1999, the results dipped and failed to meet the school's targets, though the results were still above the national average. This year's results were very much better than those of the previous year: they were the school's best ever results and exceeded the targets set by the governors. Pupils taking vocational courses (GNVQ) achieved good overall results. English and mathematics GCSE results are above the national averages but the science and information technology results are below average and pupils are underachieving in both of these subjects.

In the past, girls outperformed boys at GCSE by a greater margin than found nationally but this year's results show a marked reduction in the difference between boys' and girls' performance. The gap between boys and girls in English, which was very great in the past, narrowed this year and was similar to that found nationally. However, there is still scope to reduce the gap further and to raise standards amongst the middle attaining boys by improving their literacy skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are proud of their school and enjoy it. Their very good attitudes to their work are important factors in their high achievement.
Behaviour, in and out of classrooms	Good. Exclusions are below average. The great majority of pupils behave very well. Though there is some noisiness at breaktime and lunchtime, it is no more than youthful high spirits.
Personal development and relationships	Very good. Pupils are willing to work hard and want to succeed. They take responsibility willingly and many of them serve as prefects or as members of the school council. Relationships between pupils and teachers are friendly and positive. Relationships between pupils are harmonious and there is very little aggressive behaviour. The inspectors were impressed by how very well boys and girls work together in lessons: much more so than in most other schools.
Attendance	Above average. Pupils are punctual to lessons.

TEACHING AND LEARNING

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

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

The teaching is good overall and that is the main reason for pupils' good achievement. 45 lessons were seen during the inspection. 20 per cent of the lessons were satisfactory, 64 per cent were good and 16 per cent were very good. No unsatisfactory lessons were seen. Teaching is good in mathematics. Most of the teaching is good in English though absence of some English teachers has led to a lack of continuity of teaching for some pupils. Even though no unsatisfactory science lessons were seen, more practical work and greater challenge in lessons would assist pupils to reach their full potential and lead to higher standards at GCSE.

Literacy is well developed in the best English lessons and also in some other subjects, particularly history. However, there is still scope to improve literacy, especially amongst middle attaining boys. Numeracy skills are well developed and mental arithmetic at the start of mathematics lessons helps to consolidate skills. Pupils' information technology skills are less well developed than they could be because teachers of most subjects do not use computers often enough in lessons to enhance pupils' work.

In most subjects, tasks are well matched to pupils' differing attainment levels though this is not always the case in science. Pupils with learning and behavioural difficulties are well supported in lessons and this helps them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and meets all legal requirements. Pupils enjoy a wide range of well-organised extra-curricular activities which includes clubs, team games and sports, music and drama.
Provision for pupils with special educational needs	Very good and assists these pupils to make good progress. The school's new social inclusion unit (MIDAS) is a very promising initiative which assesses and inducts pupils joining the school during the course of the school year and accommodates pupils with particular difficulties for whom flexible teaching arrangements or work-related education would be beneficial.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall.
How well the school cares for its pupils	Arrangements to ensure pupils' health and safety, their welfare and for child protection are very good. The new assessment system is understood clearly by pupils and parents. Assessment data enables form teachers and year heads to set individual targets for all pupils. These teachers work effectively to maximise pupils' achievement and to monitor attendance, behaviour and personal development. Data are used to ensure that pupils are aware of their progress and to set targets for all of them. The school consults pupils and parents to ensure that policy is fully understood.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The Headteacher and senior staff provide clear educational direction for the school. The leadership is very strong, energetic and effective and focuses clearly on raising standards. Much has been accomplished to improve the school since the Headteacher's appointment.
How well the governors fulfil their responsibilities	The governance of the school is effective and governors fulfil their legal responsibilities well.
The school's evaluation of its performance	Very good. The school analyses examination results rigorously and takes action to raise standards. The points for improvement raised by this inspection already feature in the school's plan for improvement.
The strategic use of resources	Very good. The school works hard to achieve best value for money, both from contracts and from direct use of funding to support its priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children achieve well. • The teaching is good. • The school is well managed. • Their children enjoy school. • The school is approachable. • Their children are expected to work hard and achieve their potential. • Their children are helped to become mature and responsible. • There is a wide and interesting range of activities available outside lessons. 	<ul style="list-style-type: none"> • The setting of homework. • There is some unsatisfactory behaviour especially at lunchtime. • There is some lack of continuity in English teaching. • The school does not work closely with parents. • Some parents said that Year 11 pupils begin study leave early in the Summer term and that this could have a negative impact on the GCSE examination results.

The number of questionnaires returned by parents was low and only twelve parents attended the meeting held with the Registered Inspector. Inspectors agree with all of the parents' positive views. They agree with parents that some English classes have been taught by temporary staff and that a lack of continuity has had a negative impact on the quality of education. Homework is satisfactory: it is set according to the timetable and is monitored by senior staff. Inspectors do not agree that there is unsatisfactory behaviour. They found pupils' behaviour good and that most pupils behave very well but they agree that there is some noisiness at lunchtime. Inspectors cannot agree that the school does not work closely with parents. Parents are consulted about all new policies and the quality of information for parents is excellent and is better than in most other schools. The Easter holiday was late this year. Year 11 pupils' study leave began just after the holiday but only two weeks before the GCSE examinations, which is the time that study leave is normally taken.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and pupils achieve well in most subjects

1. In 1999, the results of the national tests in English, mathematics and science taken at the end of Year 9 were very good overall. They were well above the national average for all schools and also well above the average of schools with pupils from similar backgrounds. The test results were above average in English and well above average in mathematics and science. Taken over the four-year period 1996-99, the test results improved in line with the national trend. Over this period, the performance of boys and girls was similar in mathematics and science but girls outperform boys significantly in English. This year's results were similar to those of 1999 in English and science and improved even further in mathematics. The mathematics results show that a large proportion of pupils exceed the standard expected for their age. A main reason for the difference in performance of boys and girls is that girls are ahead of the boys in English and in their standards of literacy at the age of 11, as shown in the results of national tests.

2. Observation of lessons and the inspection of samples of pupils' written work show that pupils make good progress over Years 7-9 and achieve high overall standards by the age of 14. The high standards seen in lessons match the very good results of the recent national tests. Pupils with special educational needs make good progress towards the targets set for them.

3. In the past, when the ability of the annual intake of pupils was above average, the GCSE results were well above the national averages. The school maintained its very good results in each year until 1999, in which the results dipped and failed to meet the school's targets, though they were still above the national average and better than the average for similar schools. Over this period of time the annual intake of new Year 7 pupils has gradually become much more mixed, socially, and is drawn from a much wider and more diverse area than before. The results of cognitive ability tests administered by the local authority show that the ability of the intake fell steadily from above average to average. In view of this, the pupils' GCSE results represent good achievement. The 2000 results at GCSE were very much better than those of the previous year: they were the school's best ever and exceeded the targets set by the governors. Lower attaining pupils, including those with special educational needs, make good progress and achieve worthwhile qualifications by the time they leave school. All pupils achieved at least one GCSE pass in 2000, and 97 per cent of all Year 11 pupils achieved passes in five or more subjects. Collectively, the 2000 Year 11 achieved nearly 100 A* grades. English and mathematics GCSE results, as in most years, were above the national average in 1999 but the science results were below the national average and fell further in 2000, strongly indicating that pupils are underachieving in that subject. GCSE results in information technology are also too low and indicate underachievement. A considerable number of pupils take vocational (GNVQ) courses at Foundation and Intermediate levels in Leisure & Tourism, and Art & Design. These courses are successful and results have been good for the past two years.

4. The inspection took place early in the Autumn term when the Year 11 pupils were absent from school on work experience. Observation of lessons for Key Stage 4 (Key Stage 4 comprises pupils aged 14-16) was therefore restricted to those for the new Year 10, only in their second week of the key stage. Samples of the current Year 11 pupils' written work indicate that they are on track to achieve standards which match the recent GCSE results.

5. In the past, girls outperformed boys at GCSE by a greater margin than found nationally.

The 2000 results improved dramatically because the strategies to raise boys' standards have been effective. As a result, the differences in performance between boys and girls were greatly reduced in 2000 and boys did better than girls in a number of subjects at GCSE, including science, geography and French. The difference in boys' and girls' English GCSE results, which was very great in the past, was reduced substantially in 2000.

The teaching is good

6. The quality of the teaching is good and this is the main factor in pupils' high standards and good achievement. In 20 per cent of the 46 lessons seen during the inspection the teaching was satisfactory; in 65 per cent it was good, and in 15 per cent it was very good. No lessons were unsatisfactory.

7. The established staff are very well experienced and know their subjects well. Expectations of achievement are generally appropriate and often high as, for example, in a Year 10 religious education lesson about vegetarianism which moved at a brisk pace, and in which pupils were kept on their toes for the whole length of the lesson and were obliged by the teacher to make positive individual contributions to the lesson. However, this is not always the case; for example, in a Year 8 information technology lesson about word-processing a formal letter, the pace of working was left too much to the pupils with the result that, although standards were close to average for the pupils' age, more could have been accomplished in the time.

8. Teaching is good overall in English and the best English teaching is very good. However, as a consequence of staff illness, many pupils have been taught by a succession of temporary teachers. Though the lessons taught by these teachers are satisfactory the lack of continuity of teaching shows in the pupils' written work. At the meeting held between them and the Registered Inspector, parents expressed dissatisfaction about this matter and one pupil told inspectors that some of them were unhappy about the lack of continuity in their English lessons. The governors have now taken action to fill a vacancy with a new, permanent teacher.

9. Teaching is good overall in mathematics. Though some is satisfactory, most lessons are good and some are also very good. The subject is well organised and well managed so that the mathematics teaching is consistently professional and reliable. Very few pupils indeed leave school without a GCSE qualification in mathematics and it was a pleasure to see how well the pupils of a lower attaining Year 10 class were motivated to learn and succeed. However, overall standards could be even higher if teachers concentrated more on the pupils who are at the borderline of GCSE grades C and D and gave them greater encouragement to improve their work. Mathematics lessons have clear goals and proceed at a brisk pace. Nevertheless, more time should be taken to allow pupils to discuss their work so that they can explore and develop their understanding of mathematical ideas. For example, an inspector's questioning showed that average Year 10 pupils could find correct answers to some tricky questions in a textbook exercise about factors and multiples by following the teacher's instructions but they did not fully understand what they were doing. Discussion would have helped them to do so. By contrast, in the best English lessons, for example, pupils often have the opportunity to discuss and develop their thinking through their discussions in class.

10. Science has the weakest GCSE results of the three main subjects. However, the teaching of science was also found to be good in the majority of lessons seen. Though no unsatisfactory lessons were seen during the inspection, analysis of written work reveals an

unsatisfactory match between the difficulty of work set and the ability of the pupils. Whilst the work for lower attaining pupils is appropriate, there is little difference in difficulty of the work set for average and the potentially high attainers. There is also too much time spent copying notes at the expense of pupils' original, individual writing.

11. The best English teaching shows many strengths in the teaching of literacy and literacy skills are also well developed in some other subjects, notably history. There is still scope to improve literacy skills of the middle attaining boys in particular; a useful new strategy for literacy, which will help the school to do this, is now in place. Numeracy is well developed in mathematics and mental arithmetic at the start of lessons and routine reinforcement of the basics during the course of them help to consolidate knowledge and to keep skills sharp.

12. Homework is set regularly. Pupils are expected to present their work neatly and this was generally seen to be a good feature of pupils' learning except in science, where some work was poorly presented. Marking of pupils' written work is often very good, for example, in history, and in the best English teaching it underpins pupils' progress very effectively. Analysis of pupils' written work shows that marking is thorough in mathematics but could be improved in science where it is patchy and often incomplete.

13. Overall, the teaching meets the needs of all of its pupils well. With the exceptions of information technology and science, tasks are well matched to pupils' differing attainment levels. Pupils with learning and behavioural difficulties are well supported in lessons and this enables them to make good progress.

Pupils' attitudes and personal development are very good

14. The great majority of pupils have very good attitudes to their work and are keen to succeed. These good attitudes have a very positive impact on the pupils' learning and on their progress. Pupils carry out the tasks expected of them in lessons and they complete their homework conscientiously. They enjoy school and large numbers participate in out-of-school activities, such as team games, drama and music.

15. Pupils behave well overall and no unsatisfactory behaviour was seen at any time during the inspection. The great majority of pupils behave very well in lessons though there is some natural boisterousness and noisiness amongst younger boys at breaktime and lunchtime. A very small minority of pupils have behaviour difficulties which can affect lessons but these pupils are well managed by the teachers. Exclusions are below average.

16. Pupils are willing to accept responsibility for others and for the good of the school. For example, many pupils serve as prefects or members of the school council. Relationships between pupils and teachers are friendly and positive. Relationships between pupils are harmonious and there is very little aggressive behaviour. The inspectors were struck by how very well boys and girls work together in lessons – much more so than in most other schools.

The school is very well led and managed

17. The Headteacher and senior staff provide clear educational direction for the school and provide very strong, energetic and effective leadership which focuses purposefully on raising standards.

18. The Headteacher manages change well and nothing is started until staff have had the necessary training as, for example, for the new school-wide literacy strategy. Staff, pupils and parents are fully consulted about new initiatives.

19. A major recent success was the outcome of the 2000 GCSE examinations. The school's successful strategy for raising boys' achievement lifted the proportion gaining five or more A*-C grades from 38% to 55% - too great a rise to occur by chance. The governors' targets for examinations are appropriate and were exceeded this year.

20. The school has a highly ambitious nine-year strategic plan, with three-year and one-year priorities related to performance, people, partnership, innovation and technology, and the environment. Annual plans are fully costed and clearly linked to the budget.

21. The Governors are aware of the strengths and weaknesses of the school and fulfil their statutory duties well. They are fully involved in development planning and in monitoring its progress and success.

22. The school analyses performance and achievement through its assessment system. It analyses examination results rigorously and takes action to raise standards. Senior staff each manage a number of subject departments and they and heads of subject constructively monitor all teachers in lessons in order to assess strengths and weaknesses first hand and to plan for improvement. All teachers receive written assessments of the quality of their lessons. The system is new and works well in the case of most departments but needs to be more objective in science. All teachers analyse the performance of their examination classes against the data provided by the Local Education Authority.

23. With a view to making improvements, the Headteacher and governors commissioned an independent report on the science department and carried out a school-wide audit of the effectiveness of teaching and use of resources in information technology across the school. These reports revealed strengths and weaknesses accurately.

24. Financial management is good. Delegation is clear and records are up to date. The recommendations of the most recent auditors' report have been implemented. Spending is monitored and the budget is in balance. The school's income per pupil is above average. Specific grants are spent appropriately, for example, money for training or for pupils with special educational needs. The school ensures that it gets best value for money both when negotiating contracts and from use of its funding to target its planned priorities for improvement.

The school has effective systems in place to maximise pupils' achievement and to ensure their welfare

25. Arrangements to ensure pupils' health and safety, their welfare and for child protection are very good. The new assessment system is understood clearly by pupils and parents. Assessment data enables form teachers and year heads to set individual targets for all pupils. These teachers work effectively to maximise pupils' achievement and to monitor attendance, behaviour and personal development. Data are used to ensure that pupils are aware of their progress and to set targets for all of them. The school consults pupils and parents to ensure the policy is fully understood.

26. The school insists on good behaviour. The senior staff rigorously monitor the implementation of its behaviour and discipline policies. Discussions with pupils showed that they appreciated the need for a consistent policy and approved of it.

WHAT COULD BE IMPROVED

GCSE results in science and information technology

27. The school has recognised that pupils are underachieving in each of these subjects. The GCSE results were below average in science in 1999 and fell further this year when only 38 per cent of pupils achieved a grade C or better. GCSE results in information technology are lower than in all other subjects. The results follow a similar pattern to those in science over the past two years. They were below average in 1999 and fell further this year when only 34 per cent of the pupils entered for GCSE achieved a grade C or better.

28. As part of the strategy to raise standards, the Headteacher commissioned an independent report on the work of the science department. The report's recommendations include: better planning of lessons so that objectives are clear; improvement of the overall planning of work so that it focuses more on teaching methods than merely on subject content; improved assessment and marking to guide teaching and support learning; a better match of the work to pupils' differing needs; more emphasis on practical work; less copying and more development of pupils' own writing. The inspection confirms that these are the main points for improvement.

29. In contrast to the management of English and mathematics, science does not concentrate enough on how standards can be raised by improving teaching. The result is that the teachers look too much beyond their own work to try to find solutions, for example, in different examination courses.

30. Scrutiny of written work in science reveals that it is not well matched to pupils' different attainment levels. This means that some pupils are likely to find the work too difficult whilst others will find it too easy and unchallenging. The science department will need to implement the recommendations of the independent report in order to raise standards, especially at GCSE.

Standards in literacy, especially of middle attaining boys

31. The results of Hodgson High School pupils' National Curriculum tests taken at the age of 11 in primary school show that their overall attainment on entry to secondary school is weaker in English than in mathematics and science. Whilst girls' results show little difference between their attainment in the three main subjects, boys' results in English are lower than their results in mathematics and science. The tests indicate that the current Year 8 and Year 9 boys were below the national average in English on entry to the school. The inspection confirms some weakness in the boys' literacy skills, especially middle attainers.

32. English and some other subjects such as history are tackling literacy effectively through subject planning and in lessons. The school has devised a new, school-wide strategy for teaching literacy, with planned training for all teachers. Whilst the difference in performance between boys and girls at GCSE has been reduced in many subjects, including English, as a result of the school's plans to raise the boys' standards, reducing the difference further in English is still an important target. It will be important to concentrate efforts on raising standards of reading, writing, speaking and listening, in all subjects, especially of pupils whose performance is shown by assessment to be at the grade C-D boundary.

The use of information and communications technology to support teaching and learning in all subjects

33. The previous inspection recommended that the school should improve resources and the teaching of information technology in all subjects. Following the inspection, the school successfully applied for technology college status, wrote new policies, changed the curriculum to provide information technology courses for all pupils including an optional GCSE course in the subject.

34. In order to facilitate its plans, resources were improved and the senior staff provided essential training for teachers. The information technology department made plans to co-ordinate the work done in all subjects and to assess and monitor the standards achieved by the pupils.

35. In order to review and assess progress, the senior staff carried out a school-wide audit of the work being done with computers in each subject department. At present, all pupils in Years 7-9 receive one information technology lesson per week in which they learn the basic skills of applications such as word-processing and spreadsheets.

36. The audit reveals that most teachers are competent in information technology and have benefited from the school's training programme; however, many of them do not yet see it as their responsibility to develop the pupils' information technology skills. Though the plans of some subject departments do indeed include appropriate work with information technology these are not always implemented, in part because the school's major resources are tied up with the basic skills lessons for pupils in Years 7-9. However, some good work is being done with computers to improve the quality of pupils' learning, as seen, for example in a Year 9 history lesson in which pupils traced information about the effects of technological innovation on the textile industry during the time of the Industrial Revolution.

37. Pupils' work in Years 7-9 is not yet assessed systematically. More work still needs to be done to make the difficult task of cross-subject co-ordination effective. Although the resources for information technology have been improved, it is doubtful whether they are adequate to meet the requirements of the school's planned programme.

38. Through their monitoring of the teaching of information technology, the senior staff should now seek to identify the strengths and weaknesses of the subject throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to improve the effectiveness of the school further, the governors, Headteacher and staff should take the following steps.

(1) ***Improve GCSE results in science and information technology by***

- ❑ implementing the recommendations of the school's independent review of science (paragraph 28),
- ❑ using the senior staff's monitoring of GCSE information technology lessons to identify where improvements can be made (paragraph 38).

(2) ***Raise standards of literacy further, especially amongst boys by***

- ❑ implementing the new school-wide strategy in all subjects, concentrating particularly on middle attaining boys (paragraphs 31, 32).

(3) ***Make wider and more effective use of information and communications technology to support teaching and learning in all subjects by***

- ❑ improving the co-ordination of information technology across subjects (paragraph 36),
- ❑ facilitating access of the different subjects to computer facilities ((paragraph 36),
- ❑ and making better use of assessment to identify strengths and weaknesses in pupils' achievements in information technology (paragraph 37).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	64	20	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	1066	-
Number of full-time pupils eligible for free school meals	98	-

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	32	-
Number of pupils on the school's special educational needs register	183	-

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	8.4
National comparative data	7.9

Unauthorised absence

	%
School data	0.7
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	120	97	217

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	78	99	76
	Girls	74	78	63
	Total	152	177	139
Percentage of pupils at NC level 5 or above	School	77 (79)	83 (76)	66 (69)
	National	n/a (63)	n/a (62)	n/a (55)
Percentage of pupils at NC level 6 or above	School	28 (31)	57 (52)	37 (33)
	National	n/a (28)	n/a (38)	n/a (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	93	100	75
	Girls	84	80	83
	Total	177	180	158
Percentage of pupils at NC level 5 or above	School	81 (81)	82 (79)	72 (70)
	National	n/a (64)	n/a (64)	n/a (60)
Percentage of pupils at NC level 6 or above	School	45 (41)	53 (48)	34 (36)
	National	n/a (31)	n/a (37)	n/a (28)

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	103	93	196

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	56	98	103
	Girls	55	92	93
	Total	111	190	196
Percentage of pupils achieving the standard specified	School	57 (49)	97 (94)	100 (98)
	National	n/a (46.6)	n/a (90.9)	n/a (95.8)

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

GCSE results		GCSE point score
Average point score	School	44.8 (42)

per pupil	National	n/a (38)
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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	52	96
	National		n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	1055
Any other minority ethnic group	8

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	40	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	59.5
Number of pupils per qualified teacher	17.9

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	12
Total aggregate hours worked per week	322

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	74.3
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Financial information

Financial year	1999-2000
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	£
Total income	2543358
Total expenditure	2542258
Expenditure per pupil	2381
Balance brought forward from previous year	58494
Balance carried forward to next year	59594

Average teaching group size: Y7 – Y11

Key Stage 3	27.6
Key Stage 4	22.3

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1066
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	50	7	1	1
My child is making good progress in school.	50	38	10	1	1
Behaviour in the school is good.	31	52	11	3	3
My child gets the right amount of work to do at home.	23	55	15	5	2
The teaching is good.	34	58	3	2	3
I am kept well informed about how my child is getting on.	38	51	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	37	6	3	1
The school expects my child to work hard and achieve his or her best.	63	34	2	1	0
The school works closely with parents.	34	49	14	2	1
The school is well led and managed.	40	44	3	5	8
The school is helping my child become mature and responsible.	42	49	5	2	1
The school provides an interesting range of activities outside lessons.	47	43	4	2	4

Summary of parents' and carers' responses

The results of the questionnaires show that parents are generally satisfied with the school. They are mostly satisfied with the progress their children are making and think that the teaching is good, though some parents say that discontinuity in the teaching of English has disrupted their children's education. Parents find that the school is approachable. Their children enjoy school; they are expected to try their best and the school helps them to become mature and responsible. It provides a good range of out of school activities such as clubs, team games and sport, with which parents are pleased. A significant minority of parents are dissatisfied with the setting of homework. At the meeting held by the Registered Inspector, and in letters returned with questionnaires, a significant number of parents expressed dissatisfaction with behaviour. A significant minority of parents also think that the partnership with parents should be stronger.

Other issues raised by parents

Parents also mentioned that Year 11 pupils begin study leave early in the Summer term and that this could have a negative impact on the GCSE examination results. Some parents said that behaviour in the dining hall is poor and, for that reason, their children brought a packed lunch to school.