

# INSPECTION REPORT

## **THE GREY COAT HOSPITAL**

London

LEA area: Westminster

Unique reference number: 101151

Headteacher: Mrs R Allard

Reporting inspector: Philip J H O'Neill  
3162

Dates of inspection: 27 – 29 November 2000

Inspection number: 223874

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
Age range of students:	11 to 18
Gender of students:	Girls
School address:	Grey Coat Place London
Postcode:	SW1P 2DY
Telephone number:	0207 969 1998
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Appropriate authority:	The governing body
Name of chair of governors:	Lady Laws
Date of previous inspection:	30 January 1995

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Grey Coat Hospital is a Voluntary Aided Church of England comprehensive school for girls. It caters for students between the ages of 11 and 18 years and is about average in size, having 1019 students on roll, of whom 28 are boys in the sixth form. The percentage of students identified as having special educational needs, at six per cent, is well below the national average. The proportion of students with Statements of Special Educational Need, at one per cent, is below the national average. The proportion of students receiving free school meals, at seven per cent, is also below the national average. About 60 per cent of students are from white British backgrounds, the remainder are from a variety of ethnic backgrounds, of which black-Caribbean and black-African are the largest minorities at about ten per cent each; about 0.5 per cent of students are refugees. Some 18 per cent of students speak English as an additional language. Students are drawn from the whole area of the dioceses of London and Southwark and from a wide range of socio-economic backgrounds. Students joining the school represent the full range of attainment. Their overall attainment on entry, however, is around average.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school where the students are excellently guided and supported in achieving very high standards of attainment. The students are taught very well through an exciting and relevant curriculum, enriched through a wide range of extra-curricular provision. Given the high quality of leadership, the cost of educating each pupil, the very high standards achieved, the high proportion of good and very good teaching and the skill with which continued improvement is effected, the school provides very good value for money.

#### **What the school does well**

- Standards of attainment in English, mathematics and science are well above average; the school also achieves very high standards in the other subjects.
- Very good teaching leads to very good learning and rapid increases in the students' knowledge, understanding and skills.
- The quality and range of the curriculum are particularly good, especially what is provided to support the spiritual, moral, social and cultural development of the students.
- The school is very well led and managed by the headteacher, her deputy and other senior managers, supported by a very effective governing body.
- Students' attitudes and behaviour are very good. Their personal development is excellent.

#### **What could be improved**

- A small minority of students in the lower-attaining sets do not always progress at the same rate as their peers in the same classes.
- Assessment is sometimes not used effectively in lessons to identify with students how well they are learning or to show them how to improve.
- There are inconsistencies in the use of information and communication technology across subjects.

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

The strengths of this very good school far outweigh its minor weaknesses.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The work of the school is driven by the shared will to improve. The response to the last inspection, which took place in February 1995, was immediate and decisive. As a result of the clear identification of the school's needs, a concentrated effort was made to improve further the quality of teaching and learning, as telling weaknesses in teaching had been highlighted. Teaching is now very good across the school and across subjects, with some of it outstanding, particularly in modern foreign languages where standards of attainment are unusually high in French. The radical improvement in teaching has followed from a programme of sophisticated monitoring and support for teachers. The provision for students deemed to have special educational needs is much improved as a result of appointing a designated specialist teacher to take charge of this area. The development of information and communication technology across the school was initially slow, but is now more rapidly rooting itself in teachers' work. Though there has been a strong drive towards improving provision for information and communication technology, there is an acknowledged need to speed up the development of applications related to the different subjects. In this respect the school falls behind developments nationally. Since the last inspection, the quality of teaching and the standards achieved in art, design and technology and music have improved dramatically. A further improvement is found in the quality of in-service education provided for teachers and other staff. Procedures for assessment, recording, and reporting students' work and achievements are now far more systematically monitored and evaluated in relation to the weaknesses identified in the report on the last inspection. Work in this area now has many significant strengths. Overall, the school has gone from strength to strength since the last inspection. It has the imagination, vision and clarity of leadership and management to bring about even further improvement.

## 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				<b>Key</b>  well above average    A above average        B average                C below average        D well below average    E
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	A	A	A	A	
A-levels/AS-levels	C	B	D	N/A	

The above table indicates that GCSE results in 2000 were well above those obtained nationally and by schools in similar circumstances. In the 2000 national tests for 14-year-olds, overall attainment was well above average in English, mathematics and science. These results are also well above average in comparison with schools in similar circumstances and have been steadily rising for many years. The students join Year 7 with levels of attainment that are average overall, although students represent the full range of attainment when they come to the school. A-level results have been steadily improving but fell below average in 2000. The 2000 results were consistent with the lower levels of attainment of these students when they joined the sixth form. The standards in the work of the current Year 13 students point to a restoration of the rising trend. Standards of literacy and numeracy are good overall and improve steadily as students move through the school.

In lessons and in work seen, very good standards are achieved in all subjects, with unusually high standards in French. Students achieve very well in relation to their prior levels of attainment. A small proportion of students in the lower sets improve in their work at a slower rate than do their peers in the same classes, although their progress is satisfactory overall. Overall, students with special educational needs and those for whom English is an additional language achieve very well in relation to their levels of attainment on joining the school.

## STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: students value what the school offers them and are happy here. They are determined to learn and to do their best.
Behaviour, in and out of classrooms	Very good. The students are polite and friendly to each other, to staff and to visitors.
Personal development and relationships	The students show an unusual level of maturity and responsibility in their learning. They make very good use of the many good opportunities provided for the exercise of initiative. Relationships are very good throughout the school, which is a vibrant learning community.
Attendance	Satisfactory but the rate of unauthorised absence is above the national average. This is not evidence of truancy but relates to the difficulties of registration on the school's split site.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is very good in both key stages and in the sixth form. English, mathematics and science are very well taught. Of the lessons seen, 4 per cent were outstanding, 46 per cent very good, 34 per cent good and 16 per cent satisfactory. One of the great strengths of the school is the consistency of the high quality of teaching across subjects; the teaching of modern foreign languages is exceptionally good, resulting in unusually high standards of attainment, particularly in French. The very good quality of teaching produces very good learners who work hard to succeed in their work. A striking feature of much teaching is the teachers' use of discussion and debate, encouraging students to respect their own thinking, whilst leading them to a growing awareness of the need to justify their ideas. Lessons judged to be satisfactory are occasionally weakened when some students are left unsure about how well they are achieving or about how to do better.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers the full range of National Curriculum subjects. It prepares students very effectively for the next stage of their lives through very well organised academic and personal guidance. Extra-curricular provision is a strength; participation rates are high. There are inconsistencies in the quality of the provision of information and communication technology in different subjects.
Provision for students with special educational needs	Students with special educational needs are well provided for through careful identification of their needs and the use of additional support where required.
Provision for students with English as an additional language	The needs of students with English as an additional language are known and teachers respond to them well.
Provision for students' personal, including spiritual, moral, social and cultural development	Teaching and the curriculum, including extra-curricular provision, make an excellent contribution to students' social and cultural development. There is very good provision for the spiritual and moral development of the students.
How well the school cares for its students	The care and support provided for the students is outstanding. The tracking of their work and the teachers' knowledge of the individual students are real strengths of the school.

The school works well with parents. There are good links with the local community through the programme of work-related experience and through the use of visiting speakers. The parents have been very generous in their funding of recent developments in music and information and communication technology.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very well supported by her deputy and other senior staff and, though relatively new to the school, is already providing a clear direction to its work. Subjects are very well managed and carefully monitored through the use of departmental reviews. The skills of the bursar and support staff are key factors in the school's success
How well the governors fulfil their responsibilities	The governors work very effectively with the school in supporting its work. They ensure that statutory requirements are met.
The school's evaluation of its performance	The school is at pains to ensure that its achievements match its aims. This it does through regular critical reviews at all levels.
The strategic use of resources	The use of resources is informed by a clear long-term view of where the school is heading.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• the standards achieved by the school</li> <li>• the school's expectation that their children will work hard</li> <li>• the teaching is good and their children make good progress</li> <li>• the behaviour of their children</li> <li>• the school is helping their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• information about their children's progress</li> <li>• the way in which the school works with parents to support their children's education</li> <li>• some parents think that there is too much homework, while others think that there is too little</li> </ul>

Inspection evidence confirms the parents' positive view of the school. The information provided by the school about the progress of the students is clear and appropriate. The school has recently taken many steps to improve the way it works with parents as there were acknowledged difficulties in keeping in touch with parents who are mostly from beyond the immediate community. The inspection judgement is that homework is provided appropriately and used well to support the students' learning.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of attainment in English, mathematics and science are well above average; the school also achieves very high standards in the other subjects.**

1. The students, when they join the school in Year 7, represent the full range of attainment. Their attainment, overall, is average with a significant proportion with low levels of attainment and a good number who are very high achievers. As a result of outstanding guidance and support and the commitment to excellence by a talented body of teachers, the great majority of students advance quickly to well above average standards of attainment.
2. In the 2000 national tests for 14-year-olds, overall attainment was well above average in English, mathematics and science. These results are also well above average in comparison with schools in similar circumstances. These very good results continue the rising trend in the school's attainments at this stage over the last four years.
3. GCSE results in 2000 were well above those obtained nationally and in comparison with schools in similar circumstances. Though these results are slightly lower than those of the previous year, they still place the school well above the average for similar schools nationally. The relatively lower performance in 2000 is clearly related to the levels of attainment of a significant proportion of this group of students when they set out on their GCSE courses. However, there was an increase in the proportion of students achieving the higher grades A\* and A. In relation to their levels of attainment when joining their courses, students make significant advances in all subjects, with particularly rapid progress in art, drama, English, French, history, physical education and statistics. The attainment of students with special educational needs is in line with, and in a significant proportion of cases above, the grades predicted on the basis of attainment when joining their GCSE courses. Students for whom English is an additional language in the home make the same very good progress on previous learning as that of their peers and often exceed predicted levels of attainment.
4. The consistently very good achievement in the GCSE examinations can be traced to the school's skilled work in the analysis of the students' attainment, looking for reasons for any unforeseen dip in standards and taking appropriate remedial action. For example, in 1999 in science, fewer students achieved grades A\* or A than in some other subjects. The science department explored the reasons for this and took immediate remedial action, setting and meeting a target for 2000 that doubled the achievement of these grades in 1999. This level of reflection on and response to attainment is part of the culture of the school and lies at the heart of the year-on-year improvements across the board.
5. A-level results were above average in 1999 but fell in 2000. The 2000 results were consistent with the lower levels of attainment of these students when they joined the sixth form. The school has learned many lessons from the unexpected drop in attainment of this cohort. A new appointment to head the sixth form has developed a well-thought-out induction programme that is already bearing fruit in the quality of learning and commitment of the current Year 13. These students are clearly on target to restore the rising trend in attainment.
6. In lessons and in work seen, very good standards are achieved in all subjects, with very

high standards in French. Students achieve very well in relation to their prior levels of attainment. A small proportion of students in the lower sets improve in their work at a slower rate than do their peers in the same classes, though their progress is satisfactory overall. The students who have been identified as gifted and talented are provided with some good opportunities to extend their knowledge and skills. This is particularly evident in information and communication technology, design and technology and physical education. The school is working steadily towards the implementation of a consistent policy on identification of need and the management of provision related to these students.

7. Standards of literacy and numeracy are good overall and improve steadily as students move through the school. A particular strength lies in the work in drama where the students' oral skills are extended through an exciting programme of improvisation and exploration of drama texts, including Shakespeare. For example, in a drama lesson in Year 9, work with King Lear created a real understanding of the language and dramatic structure of the text, and in another, the astute analysis of the text of 'Antigone' led students in Year 13 to real insight into the dramatic import of Sophocles' use of language.

**Very good teaching leads to very good learning and rapid increases in the students' knowledge, understanding and skills.**

8. The students are very well taught in both key stages and in the sixth form. Of the lessons seen, 4 per cent were outstanding, 46 per cent very good, 34 per cent good and 16 per cent satisfactory. One of the great strengths of the school is the consistency in the high quality of teaching across subjects. The teachers form a talented, cohesive and self-critical group, supporting one another in their work. An imaginative programme of in-service education is very responsive to their needs for training and development. New initiatives in classroom practice are experienced as a challenge and not as a threat. The teachers' generosity with their time and their concern for the achievement of all students are highly appreciated by the students and their parents. The quality of teaching in English, mathematics and science is very good and has led to consistently high standards in these subjects. Some teaching of modern foreign languages is exceptionally good, resulting in unusually high standards of attainment in French. This has strengthened the school's bid for the status of specialist language college.
9. A striking feature of much teaching is the teachers' use of discussion and debate, encouraging students to respect their own thinking, whilst leading them to a growing awareness of the need to justify their ideas. This was a marked feature of a Year 13 lesson in English when the students were engaged in the analysis of unfamiliar poems. The teacher allowed the students' own ideas to develop, using subtle interventions to extend their understanding. This gave the students increasing confidence in their own capacity for sophisticated analysis and debate. Clear demonstrations and explanations are a strong feature of many lessons, particularly in science and physical education.
10. The teachers are adept at building on previous knowledge and skills, thus ensuring that all students are given a confident start in lessons. This was a very strong feature of all physical education lessons. Skilful building on what the students already know was a very striking feature of the teaching of modern foreign languages. For example, in an excellently conceived lesson in Italian in Year 12, the skilful development of students' prior levels of fluency led to rapid increases in the accurate use of the language, with many students using some complex structures. The good use made of open-ended questions encourages the students to reflect on their opinions and extend their range of language; this ensures that key concepts are understood. For instance, in a Year 7

lesson measuring the area of non-standard shapes such as leaves, students were guided skilfully towards the right method through questioning that built very effectively on their knowledge of standard shapes such as triangles and squares. There is a strong emphasis, in all subjects, on using the appropriate technical language. This was evident, for instance, in the teaching of dance in Year 8, when students described the different genres of dance. Key words are highlighted in many subjects, leading to increasing sophistication in the students' writing within these subjects. The teaching of literacy is strengthened by the teachers' very good use of homework to provide opportunities to write for an increasing range of readers. Homework is well integrated into planning: it is set regularly; it is purposeful, challenging and imaginatively used to extend the students' learning.

11. The teachers are very good at seizing unexpected opportunities and exploiting them to the advantage of the students' learning. The students thrive in the classroom environment where progressively challenging activities are provided. The common approach to lesson planning has been the key to many of the improvements in the quality of teaching. The teachers work hard to explore every avenue of insight in order to extend students' skills. Particularly notable, in this respect, is the work in the modern foreign languages department on accelerated learning techniques, where the emphasis on the distinctive learning style of individual students targets provision clearly on their needs.
12. Lessons judged to be otherwise satisfactory are occasionally weakened when some students are left unsure about how well they are achieving or about how to do better.

**The quality and range of the curriculum are particularly good, especially what is provided to support the spiritual, moral, social and cultural development of the students.**

13. The curriculum provides a very good educational experience for all the students and effectively supports the clear intention of the school to create a vibrant and challenging learning environment where each individual is valued. All the requirements of the National Curriculum and those relating to the provision of religious education and collective worship are met. The students are provided with a broad curriculum; each subject is allocated an appropriate amount of time. Health education, sex education and awareness of drugs are incorporated sensitively into the overall plan for personal and social education. There is a strong commitment to equality of opportunity for all students. This shows itself in the very good quality of what is provided for the students with special educational needs. The planning for the development of literacy and numeracy is beginning to root itself in work in all subjects.
14. The school has a strong commitment to supporting the students' spiritual, moral, social and cultural development, in keeping with its Christian foundation. As a result, this provision is excellent. The students are taken beyond the immediate, the practical and the particular concerns of their lives through many opportunities for reflection on matters of deep personal concern to them and their peers. For example, in English, while exploring texts, opportunities are never missed for students to empathise with the predicaments in which characters find themselves. Art and music raise students' aesthetic awareness and their sensitivity to insights into human nature embodied in great works of art and music, ancient and modern. These subjects take the students beyond the world of western European art and music to experience the creativity of other cultures. For example, an imaginative project combining art and history is organised to celebrate some African cultures.

15. The school has a very good policy for social development and the emphasis on promoting good behaviour and encouraging a sense of right and wrong is well reflected in students' good behaviour and excellent personal development. There are many opportunities provided to exhibit good social skills. The students mix in a wide range of formal and informal settings; for example, they become familiar with the formalities of competitive debating through participation as speakers and as audience. They are particularly good at showing visitors around the school. Students are given many opportunities to co-operate with one another, to develop independence and to take responsibility. The prefect system and the procedures by which the head boy and head girl and her deputies are selected extend the students' confidence in self-presentation.
16. The sixth form curriculum has been imaginatively improved through partnership with two neighbouring schools. This collaboration has led to a considerable extension of the range of courses offered. Though the range of vocational provision is narrow, it is clearly based on the preferences of students and parents. The management of business studies is a very good example of the effective blending of vocational and A-level courses.
17. The curriculum is considerably enriched by an excellent range of extra-curricular activities, including extensive involvement in the Duke of Edinburgh Award Scheme. During lunchtime and in the evenings the school is alive with activities. In this respect, the physical education department makes a very strong contribution. There is a wide range of competitive sport and games; the participation rate is excellent and events are marked by a very high level of success. This is a particularly commendable achievement in the context of the school's limited outdoor facilities.

**The school is very well led and managed by the headteacher, her deputy and other senior managers, supported by a very effective governing body.**

18. The overall quality of management is very good. The headteacher, who is relatively new to the post, provides clear educational direction to the life of the school, continuing and extending the good work begun by her predecessor. She is very effectively supported in this task by her deputy and the complementary talents of other senior colleagues. First contact with the school communicates a sense of order and purpose. A strong team of administrative staff and a well-organised finance office are further key features of a lively, stimulating and very effective school. The commitment, expertise and dedication of the support staff are key factors in much of the school's success.
19. Staff with management responsibilities are clear about their delegated responsibilities and are trusted by senior managers to exercise them to a very high standard. For example, departmental reviews are carried out skilfully, leading to a close analysis of the results of examinations and subsequent effective action. The monitoring of teaching rightly focuses on the dissemination of good practice as well as on the identification of the needs of teachers who experience difficulties. This supports well an appropriate programme of appraisal and the management of the teachers' performance. The school has been very successful in recruiting and retaining teachers of high calibre.
20. The governors' knowledge of the school's strengths and areas for further development puts them in a strong position to support its work. A particular strength is their capacity to work closely with the headteacher and senior managers, whilst preserving a critical distance from the day-to-day life of the school. This has strengthened their monitoring role and helped in making judicious appointments in key areas of responsibility. The governors have participated fully in the development of the school's key objectives. Their financial expertise has been used to good effect in ensuring that expenditure is

related to the needs identified through planning. Funding received by the school for specific purposes has been appropriately spent. The funding and resources set aside for provision for students with special educational needs are clearly directed to the teaching of these students. The governors' judgements about the appropriateness of expenditure are well informed by the clear budgetary information with which they are provided. Considerations of cost and value are rightly invoked in all decisions about major items of expenditure; this was clearly the case in the development of information and communication technology. Governors have ensured that all statutory requirements are met.

21. Challenging targets for improvement are set and met. A strength of the school is the commitment to continued improvement shared by all the teachers. The very positive way the inspection was used to strengthen the school's provision bears witness to that commitment. The school has a clear capacity to improve further. It has the skill, the drive and enthusiasm to continue to strive for excellence. Non-teaching staff make an important contribution to the life and work of the school. Classroom assistants are used well to support individual students and groups within classes.

**Students' attitudes and behaviour are very good. Their personal development is excellent.**

22. The students move around the school in a calm and purposeful way, acting not from the constraint of rules but from a deep respect for their school and for what it stands for in their lives. They are eloquent in their praise for the commitment and dedication of the teachers, valuing the opportunities provided to exercise responsibility. Their conviction that it is their school has formed the students into a strong and loyal community of learners. They are prepared to think critically and work beyond the minimum requirements of their courses. Their commitment to perseverance and the continued refinement and improvement of their first efforts is particularly evident in art, drama, music and physical education. In English, too, students make a real effort to improve their work through the good use of drafting and redrafting. Lessons are hives of purposeful activity where there is a clear understanding that these are times for learning. This serious intent is often tempered by a lightness of touch and a mischievous sense of humour. There were some memorable moments in the lessons seen when the students helped the teacher out of a tricky situation. This all bears witness to the sense of common purpose shared by the teachers and the students.
23. The consistent approach to positive behaviour management is a key factor in the high level of trust the students place in the school. They have high expectations for the way the school treats them. They, in turn, fulfil the teachers' expectations for good behaviour and commitment to their studies. Rates of exclusion are very low. Students do not experience any form of threatening or oppressive behaviour.

## **WHAT COULD BE IMPROVED**

**A small minority of students in the lower-attaining sets do not always progress at the same rate as their peers in the same classes.**

24. In lessons judged to be otherwise satisfactory, a small proportion of lower-attaining students are not doing as well as they should. Not all teachers have the skills required to identify how well these students are achieving and take the appropriate steps to move them forward in their learning. For example, in some lessons feedback to the class is too general; the teachers do not manage the lesson in a way that makes it possible for them to talk clearly to individuals about what they find difficult. The literacy levels of the students in the lower sets are well below average in some cases; their difficulties with language are not always appropriately catered for. It must be said, however, that most teachers serve these students' needs very well and nearly all students achieve 5 or more A to G pass grades in the GCSE examinations.

**Assessment is not always used effectively in lessons to identify with students how well they are learning or to show them how to improve.**

25. Though the results of the formal assessment through examinations are used well to shape the focus of the school's efforts when appropriate, assessment in lessons is occasionally not sufficiently refined to communicate clearly to students how they are achieving or how they might redirect their efforts to improve their work. This arises in otherwise satisfactory lessons only where the explanation of tasks is insufficiently clear to communicate to students the criteria of success. The consequence of this is that there is too low a level of common understanding in such lessons about the purposes of tasks and of what counts as success. This does not place the students in a strong position to remedy any shortcomings in their learning.

**There are inconsistencies in the use of information and communication technology across subjects, particularly in Key Stage 4.**

26. The development of information and communication technology has moved at a steady pace since the previous inspection. There is now some good work in Years 7 and 8, particularly within design and technology. The subject is being well led and all new schemes of work incorporate appropriate planning for the provision of information technology. There have been some good developments further up the school, most notably in business studies, where the students' learning has been very effectively built up in order to put them at ease with the demands of their course. There is also some good work in art, where computer aided design is creatively used to enhance and extend students' grasp of three-dimensional concepts. Though developments have been accelerated recently, the school remains behind national developments. There is much ground to make up in the use of applications that support the study of particular subjects. There are too few opportunities in most subjects to use computers appropriately. The quality of what is provided depends to some extent on the teachers' confidence with information and communication technology and the level of their awareness of what is available.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to consolidate the high standards already achieved and continue to extend the range of opportunities for all students, the governors and senior managers should ensure that:

- (1) All students in the lower-attaining sets make the same rates of progress as their peers in the same classes by:
  - supporting teachers in the development of their skills in identifying and responding to the precise learning needs of these students;
  - instigate strategies to support further the development of literacy for the very low attaining students.  
(Paragraph 24)
  
- (2) Assessment is used effectively in lessons to identify with students how well they are learning and to show them how to improve by:
  - managing lessons so that teachers have more opportunities to work with individual students;
  - using feedback in lessons that helps students to focus more effectively on what they find difficult.  
(Paragraph 25)
  
- (3) Information and communication technology is used more effectively to support learning in all subjects by:
  - extending the appropriate use of information and communication technology and subject-specific software in all subjects.  
(Paragraph 26)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and students	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	46	34	16	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 students

Students on the school's roll	Y7 – Y11	Sixth form
Number of students on the school's roll	805	214
Number of full-time students eligible for free school meals	74	9

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	10	0
Number of students on the school's special educational needs register	66	1

English as an additional language	No of students
Number of students with English as an additional language	180

Student mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	31
Students who left the school other than at the usual time of leaving	32

### Attendance

Authorised absence	%
School data	5.7
National comparative data	7.9

Unauthorised absence	%
School data	1.6
National comparative data	1.1

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

### Attainment at the end of Key Stage 3

Number of registered students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
		2000	0	165

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	0	0	0
	Girls	153	147	144
	Total	153	147	144
Percentage of students at NC level 5 or above	School	93 (94)	89 (88)	87 (80)
	National	63 (63)	65 (62)	59 (55)
Percentage of students at NC level 6 or above	School	61 (62)	67 (65)	49 (36)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	0	0	0
	Girls	115	140	127
	Total	115	140	127
Percentage of students at NC level 5 or above	School	70 (87)	85 (93)	77 (80)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC level 6 or above	School	44 (58)	66 (69)	37 (38)
	National	31 (31)	49 (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	0	155	155

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	0	0	0
	Girls	106	152	155
	Total	106	152	155
Percentage of students achieving the standard specified	School	68 (73)	98 (99)	100 (100)
	National	49 (47)	89 (91)	94 (96)

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

GCSE results		GCSE point score
Average point score per student	School	50.5 (52)
	National	38.7 (38)

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

### 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	10	44	54

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	13.8	16.0	14.4 (19.0)	0	0	0 (0)
National	17.7	18.1	17.9 (17.9)	2.7	2.8	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 students who achieved all those they studied	School	22	86
	National	N/a	82.5

### **Ethnic background of students**

	No of students
Black – Caribbean heritage	116
Black – African heritage	99
Black – other	15
Indian	11
Pakistani	5
Bangladeshi	6
Chinese	31
White	667
Any other minority ethnic group	69

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	7	0
Black – African heritage	10	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	24	0
Other minority ethnic groups	6	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	56.6
Number of students per qualified teacher	18.0

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	10
Total aggregate hours worked per week	296

#### **Deployment of teachers; Y7 – Y13**

Percentage of time teachers spend in contact with classes	76.3
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#### **Average teaching group sizes: Y7 – Y13**

Key Stage 3	25
Key Stage 4	21
6 <sup>th</sup> Form	21

### **Financial information**

Financial year	1999/2000
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	£
Total income	2817058
Total expenditure	2782199
Expenditure per student	2868
Balance brought forward from previous year	-149969
Balance carried forward to next year (The budget deficit relates to the cost of a licensed loan to manage the cost of the new upper school building)	-115110

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1019
Number of questionnaires returned	327

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	5	1	1
My child is making good progress in school.	54	41	2	0	3
Behaviour in the school is good.	44	48	4	0	4
My child gets the right amount of work to do at home.	38	49	10	2	1
The teaching is good.	48	44	3	1	4
I am kept well informed about how my child is getting on.	35	41	12	3	9
I would feel comfortable about approaching the school with questions or a problem.	51	39	6	3	1
The school expects my child to work hard and achieve his or her best.	75	23	1	0	1
The school works closely with parents.	34	44	13	2	7
The school is well led and managed.	43	47	4	1	5
The school is helping my child become mature and responsible.	60	31	5	1	3
The school provides an interesting range of activities outside lessons.	53	31	11	2	3

### Other issues raised by parents

There were no other major issues raised