

# INSPECTION REPORT

## **GREAT BADDOW HIGH SCHOOL**

Chelmsford

LEA area: Essex

Unique reference number: 115223

Headteacher: Mr Roger Hunton

Reporting inspector: Gulshan Kayembe  
2901

Dates of inspection: 6 – 8 November 2000

Inspection number: 223877

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: 11-19

Gender of pupils: Mixed

School address: Duffield Road  
Chelmsford Essex

Postcode: CM2 9RZ

Telephone number: 01245 265821

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Appropriate authority: The governing body

Name of chair of governors: Mr Graham Mundy

Date of previous inspection: November 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Great Baddow is a popular and over subscribed comprehensive school for girls and boys aged between 11 and 18. There are 1,344 pupils currently attending the school and this is a significant increase from the number on roll at the time of the last inspection in 1994. The vast majority of pupils are of white UK heritage. There are very few whose first language is not English, and none of these pupils is a beginner in English. Pupils' attainment on entry to the school reflects the full spectrum of abilities, although the majority are of average attainment. The social and economic circumstances of pupils are also indicative of a broadly comprehensive intake.

The school hosts a special educational needs unit which caters specifically for those with hearing impairment and can take up to 14 pupils. The school also caters for 151 pupils with special educational needs, mostly they have moderate learning difficulties. Overall the proportion of pupils on the school's register of special educational needs is lower than the national average, but the proportion who have a statement is broadly average.

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

This is a good school where standards achieved are high and pupils receive good quality education. The headteacher provides clear leadership which is well focused on meeting the needs of pupils and enabling them to perform at their best. A coherent and effective senior management team ensures that the school's aims and policies are successfully put into practice. As a result, the quality of teaching and learning is very good, pupils achieve well and turn out as well-rounded and mature individuals. Overall, the school provides good value for money.

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

- The school places a very good focus on monitoring and evaluation of teaching and learning, which has led to strong teaching
- The school achieves high standards of work, with performance being particularly good at GCSE
- The provision for pupils with hearing impairment is excellent
- The school creates a safe and caring environment. This in turn promotes positive attitudes and very good behaviour
- Art, drama, music and physical education make a considerable contribution to pupils' creative, social and cultural development
- Financial management and control are very good and governors make a strong contribution to them

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

- Whilst, overall, there is sound curricular provision, aspects such as use of computers in subjects and provision for religious education, vocational education and special educational needs require further development
- The school has reached a stage in its development where heads of subject now need to have extended roles in order to give them greater responsibility and greater scope for initiative

*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 progress in improving itself since the last inspection. The key issues from the last inspection report have been well tackled and most have been successfully resolved. Standards of work, particularly at A level and GCSE are significantly better now. GCSE examination performance is well above average. The quality of teaching has also improved and is now very good. Much work has gone into improving the provision for information and communication technology and pupils now receive regular lessons in this area. However, further work continues to be required in order to establish regular use of computers across subjects of the curriculum. The gap between the results of boys and girls has generally narrowed, although there is scope for more boys to attain GCSE grades A\*-C in many subjects. The school has also put much effort into improving the school's provision for religious education and the opportunities for a daily act of collective worship. However, both areas continue to require further work. The systems for assessment and use of assessment information are now very good and have been a major factor in the improved standards of work. The school's capacity to continue to improve is good.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
GCSE examinations	B	A	B	B
A-levels/AS-levels	D	C	B	

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

The table above shows that pupils' performance in GCSE examinations in 1999 was well above the average of schools nationally. It was also above the average of similar types schools. In 2000, a higher proportion of pupils gained five or more GCSEs at grades A\*-C and five or more at grades A\*-G in 2000 than in 1999. The overall performance, based on the average total points scored by each pupil was not quite as high as in 1999 because pupils took nine GCSEs instead of the usual ten. The standard in each GCSE course taken was higher in 2000. At A level, the performance of pupils has been improving well over the last four years. It was in line with national averages in 1999 and improved again in 2000. At both A level and GCSE, pupils' achievements are good taking into account their attainment when they entered the school.

Pupils' performance in the national tests for 14-year-olds was well above average in 1999. It showed good improvement in mathematics and science in 2000, but dropped in English. Overall, though, pupils achieved good results given their prior attainment.

Standards of work seen in the inspection were good, including in English, mathematics and science, reflecting the results of national tests and examinations. Standards of work in art are particularly good at all levels. Pupils with special educational needs make good progress and hence achieve creditable results.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and very well motivated in lessons. They are prepared to work hard and want to do well.
Behaviour, in and out of classrooms	Very good in lessons and around the school. The school environment is a safe and secure place as a result of pupils' caring and mature attitudes to one another.
Personal development and relationships	Good. Relationships amongst pupils are generally very good. The majority demonstrate good understanding of the needs of others.
Attendance	A little above average. Unauthorised absence is below national averages. Pupils arrive punctually to school and lessons.

## TEACHING AND LEARNING

Teaching of pupils:	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 quality of teaching is very good overall. In over three quarters of lessons, teaching was at least good, in two-fifths it was very good or better. In less than two per cent was it unsatisfactory. Teaching is consistently good and often very good in English, mathematics and science. In art and religious education, it is consistently very good. Satisfactory attention is paid to the basic skills of literacy and numeracy. Teachers manage pupils well and establish a good rapport and working relationship with them. Effective pace and challenge are key qualities present in lessons where teaching is good or better. In the best lessons, teaching is lively with a wide variety of strategies being used to motivate and make learning interesting for pupils. Too much 'teacher-talk' and insufficient opportunities for active involvement of pupils are features which distinguish satisfactory lessons from those which are good or better.

The quality of learning matches closely the quality of teaching. In the majority of lessons, pupils are willing to work hard and to think for themselves. Learning is frequently seen as being fun. Many pupils are willing to pose questions as well as to answer those posed by teachers. In the best lessons, pupils demonstrate lively and enquiring minds.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is sound overall. At Key Stage 4, a good range of courses, including vocational courses, are on offer to all pupils. However, legal requirements are not fully met in the use of information and communication technology in some subjects of the curriculum and in religious education at Key Stage 4. Use of literacy and numeracy across the curriculum are at the early stages of development. There is a solid base of A and AS levels for pupils in the sixth form. Now that the sixth form is becoming well established and expanding, the school recognises the need to introduce a wider range of courses.
Provision for pupils with special educational needs	Provision for pupils with hearing impairment is excellent and good for pupils with other special needs in the mainstream school. The pupils from the hearing impairment resource base are very well integrated into the main school. Support staff for all types of special educational needs provide good, often very good, help to pupils in lessons. Individual educational plans do not however, focus sharply enough on literacy and numeracy targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with good improvement in the opportunities for spiritual development since the last inspection. The school promotes well the personal development of pupils. The social and personal development programme provides useful opportunities for pupils to discuss moral and social issues, although the time allocated to it in Key Stage 4 is limited.
How well the school cares for its pupils	There is very good pastoral care for pupils. Measures to secure the health and safety of pupils and the procedures for child protection are also very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has a very clear focus on high standards and demands the best from all. The senior management team is very effective in managing their areas of responsibility and most heads of faculty have a clear plan for future development of their areas. However, the school has recognised the need to develop their roles, and the roles of heads of department, further so that they take greater initiative and responsibility for their areas.
How well the governors fulfil their responsibilities	Good. Governors are very clear about the school's strengths and weaknesses. They fulfil their responsibilities well and are actively involved in the work of the school. They thus make a good contribution to the work of the school and to its strategic development.
The school's evaluation of its performance	Very good. For example, all members of the teaching staff are regularly observed teaching. In addition, the senior management team carries out extensive analysis of examination results.
The strategic use of resources	Very good. The budget is meticulously prepared and there is very thorough monitoring of the school's on-going expenditure. Planning is carefully linked to the school's educational priorities and good account is taken of the principles of best value.

## 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>• Children like school</li> <li>• The school helps their child become mature and responsible</li> <li>• The school expects pupils to work hard and do well</li> </ul>	<ul style="list-style-type: none"> <li>• Homework – some felt there was too much and others that there was too little</li> <li>• The information on their child's progress</li> <li>• The closeness with which the school works with parents</li> </ul>

The inspection evidence supports the positive views of parents, but there is little evidence to support the concerns expressed by a minority. Homework is regularly set and well monitored. There was some difficulty with too much project work being set in some subjects, but this has been effectively tackled. Annual reports are thorough and provide useful information. There is good tracking of individual pupils and letters are sent home where pastoral staff feel that pupils are underachieving. The school has a variety of strategies to keep parents informed about its work and a new homework diary has also helped to improve communication. The headteacher undertakes consultation with parents by holding an annual meeting with them as well as regularly inviting a specifically targeted focus group of parents in order to seek their views of what is going well and what needs to improve.

## **PART B: COMMENTARY**

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

#### **The school places a very good focus on monitoring and evaluation of teaching and learning, which has led to strong teaching**

1. The school has worked very single-mindedly on improving the quality of education it offers, particularly the quality of teaching and learning. Governors highlight a key feature of the leadership provided by the headteacher as the 'passion' he exhibits for teaching and learning. This has led to a very effective system for monitoring and evaluating the work of teachers. The senior management team has observed teachers on a regular basis. In addition to this, there is a cycle of subject-based reviews. Combined together, these have established a high level of awareness amongst staff of what constitutes good teaching and hence good learning. As a result, the quality of teaching and learning during the inspection was very good, with consistently good or better teaching being observed in over three quarters of lessons.
2. The quality of monitoring and evaluation of teaching has been good. There has been, for example, a good focus on pace and challenge for all pupils. Feedback to staff has been extensive, both oral and in writing, and this has established a good level of professional dialogue amongst teachers about the quality of their work. It has also created a culture of striving for continued improvement and sharing of good practice.
3. The vast majority of lessons are characterised by a purposeful, work-centred atmosphere. The content of lessons is well structured so that pupils learn in a step-by-step fashion. For example, in history, mathematics and science, thorough preparation of lessons ensures that there is very good gradation of difficulty in work. As a result, pupils are given the confidence to learn and are enabled to build new learning on past successes. In some of the best lessons, use of resources is imaginative and stimulating. Flair and creativity characterise lessons in art and modern foreign languages. A wide variety of strategies is used to help pupils to learn. In English, history and religious education, for example, use of probing questioning is used very well to develop pupils' understanding and extend their thinking. Combined with effective tasks, including working in pairs, it also enables them to participate in interesting debates and discussion at whole class level.
4. The reviews of subjects provide useful models of successful teaching for staff to share. They also provide governors with very useful information about the quality of the school's work. However, the programme of reviews is spread over a long period of time, so that some subjects wait four or five years before being reviewed again. This is balanced by more regular observation of all teachers.

#### **The school achieves high standards of work, with performance being particularly good at GCSE**

5. At the time of the last inspection, the standards of work, although improving, were below average. Considerable work has been done in the interim to raise attainment so that it is very firmly above average by the end of each key stage. Test and examination data from the last four or five years indicate that the most significant improvement has been in the pupils' performance in GCSE and A-level examinations.
6. The school's intake has a narrower range of ability than found nationally. The majority of pupils are of about average attainment and there is a smaller than average

representation of those with notably high or notably low attainment when they begin school. Given this entry profile, the school does well to enable pupils to attain above average standards. Overall, achievement through each key stage is good.

7. In the National Curriculum tests for fourteen-year-olds, the school's results were above average in mathematics and science in 2000, and an improvement on the results for 1999. In English, the 2000 results were lower than in 1999, when they were well above average. Inspection evidence indicates that standards seen in lessons are above average in all three subjects.
8. At GCSE, the school's trend of improvement has been faster than the trend nationally. In 1999, pupils' overall performance in GCSE examinations was well above average. In 2000, a higher proportion of pupils gained five or more GCSEs at grades A\*-C and five or more GCSEs at grades A\*-G, although the overall performance, based on the average total points scored by each pupil, was not quite as good as in 1999 because pupils took only nine GCSEs instead of the usual ten. Nonetheless, overall results remained above average and performance in each GCSE taken was better than in 1999. In almost all subjects at GCSE in 1999, pupils reached standards that were in line with, and often significantly above, national averages. Results in English literature were a little below average, but considerably more pupils took English literature at the school than in schools nationally. Results in modern foreign languages have improved well over the last few years, but fewer pupils take this than is the case nationally. Results in art are well above average, and the level of creativity, imagination and flair seen in pupils' work during the inspection was very good. In all subjects, the level of success experienced by pupils is high and this is evident in the consistently high quality of work seen across almost all subjects.
9. At A level, the standards have risen from being well below averages in 1997 to being above national averages by 2000. Overall, pupils achieve well at A level, with achievement being particularly good in art, business studies, mathematics and technology. Again, inspection evidence confirms the good standards being achieved in the sixth form across the majority of subjects.

### **The provision for pupils with hearing impairment is excellent**

10. The provision in the resource base for hearing impaired pupils is excellent. Pupils are given every encouragement to achieve their best and to do everything that their peers are doing. As a result, these pupils become confident and self-assured young people who are every bit as much a part of the school community as pupils in the main school.
11. The level of integration with mainstream pupils is outstanding so that those with hearing impairment join in the majority of mainstream lessons. Very good support from specialist staff, including communicators, ensures that this integration considerably benefits and extends their learning. Communicators demonstrate extraordinary sensitivity and well-judged intervention when in class with pupils with hearing impairment. They establish a very good rapport with the pupils they support. Pupils from the main school respond with great maturity when in lessons with pupils from the resource base.
12. Teaching staff attached to the resource base are well qualified, and good quality and effective training is provided for non-teaching staff. Between them, staff are able to provide effective support and teaching for pupils with a wide range of hearing impairment. There is a very good balance of specialist teaching, for example for

auditory training, and teaching undertaken by mainstream subject teachers. Pupils also receive special help and support at the age of 16 when they are looking forward to the next step in their careers.

13. There is very good monitoring of pupils' work. This is undertaken in collaboration with subject staff and staff in the resource base. In addition, every report to the governing body includes an update on progress in the resource base. Overall, pupils with hearing impairment make good progress and achieve well as a result of the comprehensive and very good quality support they receive.

**The school creates a safe and caring environment. This in turn promotes positive attitudes and very good behaviour**

14. The school successfully promotes a caring and safe environment for all its pupils. Staff know the pupils well and all work towards ensuring that the school's unusual 'Pupil Happiness Policy' is effectively implemented. For example, the school carried out a survey on pupils' views about bullying in the school to see how safe they felt. There are very good, and improving, procedures for monitoring pupils' personal development. Pupils are encouraged to care for one another and to be sensitive to the views and feelings of others. For example, in a religious education lesson, pupils in Year 10 were given very good opportunities to consider the meaning of 'discrimination' and what it might mean for different groups of people. In a Year 9 religious education lesson, pupils explored the issue of human rights in order to develop an understanding of how important it is to preserve them for all.
15. There is a well-established culture of learning. As a result, pupils have very good attitudes to learning and are well motivated. The vast majority are prepared to work hard and to put effort into their work. Good concentration sustained for long periods of time is a feature of most lessons. Pupils enjoy learning and enthuse about their favourite subjects. In all lessons, pupils' attitudes are positive and in many they are very good. Even where the pace of teaching is a little slow or the lesson is dominated by the teacher-talk, pupils remain well focused and well behaved. The majority are responsible learners who take a pride in their work and strive for the highest standards they can achieve.
16. Behaviour in and out of lessons is very good. For example, the narrow stairwells which often become very crowded and provide ample opportunities for pupils to misbehave remain safe only because pupils' behaviour is mature and responsible. Pupils feel safe in the school. New pupils settle in quickly and happily. Bullying is not seen as a problem, and on the rare occasions it occurs, the school deals with it very firmly.

### **Art, drama, music and physical education make a considerable contribution to pupils' creative, social and cultural development**

17. In addition to the statutory curriculum provided, a wide variety of extra-curricular activities and curriculum enrichment activities within these areas enrich and promote with considerable success pupils' creative, social and cultural development.
18. In art, the study of a wide range of artists and their work provides a very effective stimulus for developing pupils' own creative abilities. For example, the work of artists such as Klimt and Kandinsky was used very effectively by Year 10 GNVQ pupils to base their designs for a mask and bodice. Visits to galleries and the opportunities in art lessons for exploration of their own ideas give pupils many opportunities to develop their own ideas imaginatively.
19. The school has a phenomenal record of sporting successes. Regular after-school clubs and activities encourage pupils to take part in a wide variety of sports. Many pupils value these opportunities and enjoy the sporting activities they take part in. Staff give freely of their time and practice sessions take place before school, at lunchtimes and after school. Although a few parents worry that the time their children spend on such activities puts too much pressure on their academic work, the majority of pupils do not feel this. Other than some in the sixth form, pupils do not feel they are pressured into doing too many things.
20. Regular musical concerts and an annual drama production also serve to enrich the cultural and social experiences of pupils. Throughout the week of inspection, staff were carrying out auditions for the school's next drama production, Pendragon. Pupils auditioning performed with enthusiasm and energy, demonstrating good expression in their reading of lines. In music and drama lessons, there is very good focus on developing pupils' knowledge and understanding of the creative and artistic strands of these subjects. In addition, through the opportunities for performance, pupils gain good social skills and the confidence to stand in front of an audience.

### **Financial management and control are very good and governors make a strong contribution to them**

21. The school's budget is meticulously set in order to take account of the school's educational priorities and these are, therefore, very well reflected in the financial planning. For example, careful planning and judicious use of nationally available grants has enabled the school to considerably improve its resources for information and communication technology. At the time of the last inspection, this was woefully inadequate and now it is sound. Spending is very carefully monitored by the school and by governors. Careful research is carried out where large sums are being committed in order to ensure that the best value is obtained from the money spent. Overall, the key principles of best value are in force and effective.
22. The school has an active finance committee which oversees all the school's financial processes and procedures. The level of financial expertise on the committee is very high and this benefits the school greatly. Its members have a very strong involvement in forward planning which, overall, is excellent. The large surplus from the previous financial year was planned mainly in order to support the school's much needed building improvement plan.

23. There is very extensive and appropriate use of new technologies to support the work of the school. For example, all staff have access to e-mail, and the administrative staff make very good use of computerised systems for their daily work.
24. The last financial audit report was broadly satisfactory, but highlighted a number of areas where the financial regulations needed tightening up. Improvements are largely now in place and, overall, the systems and procedures for controlling finances are now rigorous.
25. Overall, the school makes very good use of its strategic resources, including a variety of educational grants. Money for pupils with special educational needs is spent well in providing support and resources for these pupils. Given the good standards achieved by pupils, the school provides good value for money.

## **WHAT COULD BE IMPROVED**

**Whilst, overall, there is sound curricular provision, aspects such as use of computers in subjects and provision for religious education, vocational education and special educational needs require further development**

26. There is sound curricular provision throughout the school, with good features at Key Stage 4 where pupils are provided with a wide range of subjects to choose from. The choice has been widened recently for pupils currently in Year 10 to include GNVQ courses in art and design and in leisure and tourism. These courses have had a good take up. Overall, however, there are various aspects of curriculum provision which require further improvement.
27. The school has made considerable effort in its curricular provision for information and communication technology (ICT) since the previous inspection. Pupils now in Key Stages 3 and 4 have regular ICT lessons and as a result their skills are broadly in line with national expectations at the end of Key Stage 3, and largely better than average by the end of Key Stage 4. Most pupils in Years 10 and 11 take a GCSE in business studies, ICT or office applications, and this adds to the quality of their experience with computers. Some subjects provide useful learning experiences using computer technology, and interest and enthusiasm for using it is growing. However, in many subjects the widespread use of ICT has not yet been established. Hence, this area needs further development, a fact recognised by the school. A whole school focus group is currently planning how to extend the use of computers across all subjects. Although there has been good improvement in the resources available, as the use of ICT grows, current provision will not support a significant increase in demand.
28. The last inspection report also highlighted provision for religious education in the sixth form and at Key Stage 4 as being insufficient to meet the requirements of the locally agreed syllabus. Provision in both areas has improved, but not enough in Key Stage 4 to meet legal requirements. Pupils receive about half an hour each week through the social, personal and religious education programme (SPRE). This is not enough. In addition, including religious education as part of the social and personal education programme makes it difficult to ensure that careers education and record of achievement activities are covered in sufficient depth because the overall time allocated to SPRE is not enough. New requirements for citizenship training put further pressure on the time available for SPRE.
29. All pupils have the opportunity to take a full GCSE course in a modern foreign language. However, fewer choose to do so than in most schools, just over a third of

pupils compared to about two-thirds nationally. The school ensures that statutory requirements are met as the remaining pupils follow an accredited certificate of achievement course in French. However, given the catchment area and the success of pupils in other subjects, the school should keep under review its provision for modern foreign languages and continue to work to raise the numbers who take at least one foreign language to GCSE level.

30. Provision for pupils in the mainstream school with special educational needs is good. However, individual educational plans tend to focus on literacy or behaviour. There is little focus on numeracy in the targets set and not enough contribution from subject staff to the individual educational plans. In some cases, teachers are not aware enough of the specific learning needs of pupils as the targets distributed to departments/subject staff are too vague. There is a good focus on literacy, with useful initiatives such as paired reading for younger pupils with older ones during morning registration. Overall, however, the school has yet to fully implement its literacy policy across all subjects and to develop a numeracy policy. Senior staff demonstrate very good awareness of literacy and numeracy as part of their teaching, but not all staff are as thorough in taking the opportunities offered in lessons for developing pupils' reading, writing and oracy skills.
31. The school offers a sound range of A and AS levels to pupils in the sixth form. There is no vocational provision post sixteen, although vocational courses have been introduced this year into Key Stage 4. As the sixth form increases, it will be desirable to extend the range of courses on offer, including vocational courses. This is particularly important in the light of the introduction of vocational courses in Key Stage 4 so that there is a useful and natural progression route for those pupils who are currently following such a course and would like to continue with vocational education. The school, to its credit, has already been exploring the possibilities of offering joint A-level courses with two other local schools in order to widen the range on offer.
32. The school has some very good policies in the area of spiritual, moral, social and cultural development. The policy for multi-cultural education is particularly noteworthy. A number of subjects, such as art and religious education for example, are putting these policies into practice very well. It would be useful to disseminate and these good practices more widely.

**The school has reached a stage in its development where heads of subject<sup>1</sup> now need to have extended roles in order to give them greater responsibility and greater scope for initiative**

33. At the time of the last inspection, the school was gaining momentum in improving itself after having struggled to stay open. The number on roll had dropped quite considerably and it is a measure of the success of the school that the current number on roll is about twice that at the time of the last inspection. A strong senior management team, under the leadership of the current headteacher, has very effectively improved this school to the popular and successful institution that it is today. Part of the process of moving the school forward included close oversight and management of the work of heads of subject, including appointing able heads of subject who had the will and the capacity to help to drive up standards. Having now largely achieved those aims, and having a good range of expertise and good enthusiasm amongst currently serving heads of subject, there is an opportunity to

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<sup>1</sup> The school has subject faculties and departments, where departments are usually part of a faculty. The term 'heads of subject' includes heads of department and heads of faculty.



further develop their roles so that they take greater responsibility for their areas, particularly in terms of monitoring and evaluation, and for contributing to whole school development.

34. The senior management team have recognised the need for heads of subject to monitor the quality of teaching and there are plans to expand their roles in this area over the coming year. It would be useful as part of this expansion to involve heads of subject in faculty reviews as well. The school recognises the implications for training for heads of subject in order to ensure that they are well prepared for monitoring the quality of teaching and learning.
35. Whilst some heads of subject feel that they are not always sufficiently part of the school decision-making process, the majority feel that they have good opportunities to discuss issues and air their views. The school has good arrangements for heads of faculty to meet regularly with members of the senior management team, but heads of department are reliant on heads of faculty to share information and discuss issues with them. There has been strong co-operation and support from heads of subject in working in tandem with senior managers towards important priorities, such as teaching and learning targets. These have been key areas for development for the school and have contributed significantly towards its overall success in public tests and examinations.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

36. In order to improve the school's educational provision and to raise standards further, the headteacher, senior management team and governors should:
    - (1) Improve the curricular provision by:
      - increasing the time for religious education at Key Stage 4 in order to ensure that the requirements of the locally agreed syllabus are met;
      - extending the use of information and communication technology to all subjects of the curriculum so that the requirements of the National Curriculum are fully met;
      - keeping under continuous review the curricular provision for modern foreign languages and working towards increasing the numbers taking a full GCSE to the levels seen nationally;
      - improving the individual educational plans of pupils with special needs in the mainstream to widen the range of academic targets they contain and involving subject staff more in their production;
      - extending the existing good practice in using opportunities for spiritual, moral, social and cultural development to more areas of the curriculum;
      - widening the range of courses available to pupils in the sixth form.
- (Paragraph numbers: 8, 26-32)

(2) Extend the roles of heads of subject by:

- involving them more and giving them greater responsibility for monitoring and evaluating their areas of work;
- seeking to extend their roles in whole school development.  
(Paragraph numbers: 33-35)

A minor issue for the school to include in its action plan:

- continue to seek ways to meet the requirement for a daily act of collective worship (Part A).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	36	38	20	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y7– Y11	Sixth form
Number of pupils on the school's roll	1207	137
Number of full-time pupils eligible for free school meals	112	2

Special educational needs	Y7– Y11	Sixth form
Number of pupils with statements of special educational needs	31	0
Number of pupils on the school's special educational needs register	148	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	39

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.5	School data	0.5
National comparative data	7.6	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 pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	107	111	218

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	68	83	74
	Girls	78	83	74
	Total	146	166	148
Percentage of pupils at NC level 5 or above	School	67 (83)	76 (67)	68 (57)
	National	63 (64)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	28 (53)	48 (42)	40 (25)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	60	77	77
	Girls	85	78	78
	Total	145	155	155
Percentage of pupils at NC level 5 or above	School	67 (84)	71 (69)	71 (67)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	38 (52)	40 (38)	39 (32)
	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	88	79	167

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	49	86	86
	Girls	50	77	78
	Total	99	163	164
Percentage of pupils achieving the standard specified	School	59.3 (57)	97.6 (95)	98.2 (99)
	National	49 (47.9)	88.8 (88.5)	94.4 (94)

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

GCSE results		GCSE point score
Average point score per pupil	School	42.9 (45)
	National	38.1 (38.7)

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	23	25	48

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	18.9 (15.1)	16.4 (16.7)	17.6 (15.7)	0	0	0
National *	(17.7)	(18.1)	(17.9)	(2.7)	(2.8)	(2.8)

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

\* No national comparisons available for A/AS level at the time of publication of the report

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	5
Bangladeshi	0
Chinese	1
White	1329
Any other minority ethnic group	4

### ***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	48	3
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	74.0
Number of pupils per qualified teacher	18.2

*FTE means full-time equivalent.*

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

Total number of education support staff	24
Total aggregate hours worked per week	533

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

Percentage of time teachers spend in contact with classes	81.7
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#### **Average teaching group size: Y7 – Y13**

Key Stage 3	22.9
Key Stage 4	20.1

### ***Financial information***

Financial year	1999/2000
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	£
Total income	3286087
Total expenditure	3248715
Expenditure per pupil	2893
Balance brought forward from previous year	192438
Balance carried forward to next year	229810

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	1344
Number of questionnaires returned	339

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	56	7	1	1
My child is making good progress in school.	34	52	6	1	6
Behaviour in the school is good.	29	55	5	1	9
My child gets the right amount of work to do at home.	21	58	16	3	2
The teaching is good.	27	61	4	0	7
I am kept well informed about how my child is getting on.	32	42	13	5	8
I would feel comfortable about approaching the school with questions or a problem.	46	45	5	1	2
The school expects my child to work hard and achieve his or her best.	56	40	2	1	2
The school works closely with parents.	24	49	16	4	7
The school is well led and managed.	43	45	4	0	7
The school is helping my child become mature and responsible.	31	58	4	1	6
The school provides an interesting range of activities outside lessons.	40	41	9	1	9