

ERRATUM

PART C, page 18:

National authorised absence should read: **7.4**
National unauthorised absence should read: **1.0**

INSPECTION REPORT

ST THOMAS MORE CATHOLIC SCHOOL

Nuneaton

LEA area: Warwickshire

Unique reference number: 125758

Headteacher: Mr Martin Moore

Reporting inspector: Ms Marjorie Glynne-Jones
2918

Dates of inspection: November 28-30, 2000

Inspection number: 223905

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 pupils:	11-16
Gender of pupils:	Mixed
School address:	Greenmoor Road Nuneaton Warwickshire
Postcode:	CV10 7EX
Telephone number:	024 7664 2400
Fax number:	024 7635 3545
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gerry McGoldrick
Date of previous inspection:	March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Marjorie Glynn-Jones 2918	Registered inspector
Susan Dixon 19335	Lay inspector
Marguerite Presman 1254	Team inspector
Jim Waddington 13623	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd

6 Sherman Road
Bromley
Kent
BR1 3JH

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	16
WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas More is a mixed comprehensive Catholic school that has voluntary aided status. Over 90 per cent of pupils are baptised Catholics. There are 779 pupils on roll, with fairly equal numbers of boys and girls. Although it has grown by about 30 per cent since the last inspection, now taking pupils from Year 7, the school remains smaller than most secondary schools nationally. It is oversubscribed and, because it draws from a very wide area, 60 per cent of pupils are bussed in. In general, the areas where pupils live have above average levels of disadvantage. While the proportion of pupils from ethnic minority families is below average, the proportion for whom English is an additional language is a little higher than nationally, although almost all these pupils are fluent English speakers. The school has identified a high proportion of pupils with special educational needs, most at an early stage, and has a low proportion of pupils at the highest stage. On entry to the school, pupils' attainment overall is at the expected standard, although it was below average on entry for the year group who took GCSE in 2000. About three-quarters of pupils continue in education when they leave the school.

HOW GOOD THE SCHOOL IS

St Thomas More is a very good school with a strong sense of community and of individual worth. Standards are above average. Pupils make considerably better progress than would be expected given their prior attainment. They benefit from very good teaching and from the strength of relationships within the school community. Leadership and management are very strong and the school provides very good value for money.

What the school does well

- Pupils' achievements are excellent.
- Pupils have very positive attitudes and relationships.
- Leadership and management by staff and governors are very strong.
- Pupils are taught very well.
- There is very good provision for moral and social development.
- The quality of care for pupils' welfare is very good.
- Parents hold the school in exceptionally high regard.

What could be improved

- Learning opportunities need further strengthening in the areas of numeracy, mental maths, special needs targets and vocational course provision.
- Departments do not always take systematic account of the results of tests and assessments when planning work.
- Too much teaching time is lost because of the travelling time between lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1995. Since then, above average standards have been maintained in the points score at GCSE and in the proportion of pupils gaining five or more A*-G grades. There has been a rising trend in these results and in the proportion of pupils gaining five or more higher grades A*-C. In 2000, the rising trend was not sustained: the results reflected the profile of the Year 11 group when they entered the school, which, unusually for this school, was below average.

The quality of teaching has improved significantly since the last inspection. Then, only 78 per cent of lessons were judged to be satisfactory or better. Now, the figure is 100 per cent.

There has been good improvement overall on the key issues identified in the last report. On the issues to do with particular aspects of teaching and library provision the improvement is very good; on the issue about the breadth of the curriculum the improvement is good and there is good improvement in subject standards, particularly design and technology and history. The improvement in the provision for pupils' cultural development is satisfactory.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	A	A	B	A	Well above average A Above average B Average C Below average D Well below average E

In 2000, the average GCSE points for both boys and girls were above the national average. They were above average when compared with schools whose pupils come from similar backgrounds. The attainment of this year group was below average when they entered Year 8, which accounts for the difference in results from 1999. It also accounts for the fall in the proportion gaining five or more higher grades A*-C. Nonetheless, the results for five or more grades A*-G and one or more grades A*-G were still well above average and much higher than would be expected by the year group's below-average attainment on entry. The school met its target for one or more grades A*-G, the average points were close to the target, but the A*-C target was not met. There was a rising trend in results until 2000.

The average Year 9 National Curriculum points in 2000 were at the national average in English and above average in mathematics and science. Pupils' results in English were very much better than would be expected from their Year 6 National Curriculum test results.

Given that on entry into Year 7 pupils' attainment in all years was average it would be expected that the work seen in English, mathematics and science would be at least at the expected standard. Some GCSE work in English was outstanding. The work seen overall, and in English and science, showed standards above those expected. In mathematics, work was at the expected standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils show enthusiasm for school life; their positive attitudes help them to learn successfully.
Behaviour, in and out of classrooms	Very good; in most lessons teachers did not have to mention behaviour.
Personal development and relationships	Very good: strong and positive; pupils become mature and responsible young people.
Attendance	Very good: well above average with no year group's attendance below 92 per cent.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	aged 14-16 years
Lessons seen overall	Very 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 quality of teaching is always satisfactory or better. In 70 per cent of lessons it was good or better, in 32 per cent it was very good or better and in four per cent it was excellent. Literacy skills are taught very well but the teaching of numeracy skills is insufficiently developed across subjects. Particular strengths are teachers' subject expertise and planning, their management of pupils and the quality and use of homework. Overall, in Years 7 to 9, teaching in English, mathematics and science is very good; in Years 10 and 11 it is good. Some outstanding teaching was seen in science in Years 7 to 9 and in English in Years 10 and 11, which resulted in outstanding learning. At each key stage, the quality of learning reflects the quality of teaching. Pupils concentrate well, work hard, usually think for themselves and have a clear idea of how well they are doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory range at each stage; good planning and good, flexible organisation of teaching groups help all pupils to progress well. Opportunities for mental maths are insufficiently developed in mathematics, as are opportunities for the development of numeracy skills across all subjects. There is scope for further development of vocational courses in Years 10 and 11. Too much teaching time is lost because of the travelling time between lessons.
Provision for pupils with special educational needs	Good: there is good liaison with subject staff who are kept well-informed about pupils' learning needs; individual learning targets are not adapted for different subjects where this would be helpful.
Provision for pupils with English as an additional language	Satisfactory: pupils benefit, as do all others, from carefully planned provision.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall and very good for moral and social development. Provision is strongly rooted in the school's Christian values.
How well the school cares for its pupils	Very good: staff know pupils very well and are vigilant in carrying out the school's arrangements for pupil welfare. Assessment data is not used equally well by all departments to help planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the school is managed with thoroughness to bring about targeted improvements. Strong leadership is given by the Headteacher and senior staff; the quality of department management is developing well.
How well the governors fulfil their responsibilities	Very well: the governing body is a strong team; governors take up their role as critical friend effectively.
The school's evaluation of its performance	Good: systems for review and evaluation, for example through department review, are being set in place; there is some effective lesson monitoring although this is not yet happening across the school.
The strategic use of resources	Very good: there are effective targets both for developing resources and for using them both to raise standards and to improve the quality of provision to support this.
The application of best value principles	Very good: strong commitment to achieving best value is well established. The school consults well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard. • Behaviour is good. • The school is well led and managed. • Children make good progress at school. • The school helps children to become mature and responsible. • Teaching is good. • Parents feel comfortable about raising questions with the school. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Parents' views of the school are extremely positive. The responses to one question, about the range of activities outside lessons, shows some dissatisfaction even when the responses recorded as 'don't know' are discounted. The inspectors judge there to be a reasonable range of activities, although not all of these take place on a weekly basis.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' achievements are very good

1. Since the last inspection, there has been a rising trend in the average points gained at GCSE. This was sustained until 2000 when there was a slight fall, although the results were still above the national average for all schools. This was true for both boys' and girls' results. The fall showed particularly in the results for five or more higher A*-C grades which were average, whereas they had been well above average in 1999. When they entered the school in Year 8, the attainment of the Year 11 group who took GCSE in 2000 was, overall, below average. This group included an above average proportion of pupils with statements of special educational needs. Nonetheless, the results for five or more grades A*-G and for one or more grades A*-G were still well above average and much higher than would be expected from the year group's below-average attainment on entry to Year 8.
2. Overall, the GCSE results of the 2000 Year 11 group were also very much better than would be expected from the results in their Year 9 National Curriculum tests in 1998. This shows very good achievement. However, it was subjects other than English, mathematics and science that made the major contribution to this achievement. The school met its target for a graded pass, the average points gained were close to the target, but the A*-C target was not met.
3. Since the last inspection, the average points in the Year 9 National Curriculum tests have remained above average for all three subjects together, although by slightly less. Between 1998 and 2000, results in English have been stable, as they have been nationally; in mathematics and science they have risen, whereas nationally they have remained much the same. The average points in 2000 were at the national average in English and above average in mathematics and science. Pupils' results in English were very much better than would be expected from their Year 6 National Curriculum test results. Their mathematics and science results were as expected.
4. In the Year 9 tests in 2000, the proportion of pupils reaching the expected Level 5 or above was similar to the national average in English and above average in mathematics and science. The same comparisons are true for the proportion of pupils reaching Level 6 or above.

Pupils have very positive attitudes and relationships

5. Pupils show enthusiasm for school life. Their response in lessons was always satisfactory or better. It was never less than good in Years 7 to 10 and, overall, was good in 94 per cent of lessons and very good in half of them. Behaviour is very good and in lessons is usually excellent. During the inspection, there were hardly any occasions when lesson time had to be wasted because teachers had to remind pupils about how to behave. Pupils settle to work quickly, sensibly and with good humour. They usually sustain this quality of purposeful activity both when they are working on their own and in pair and group tasks. For example, enthusiasm for physical education activities resulted in full participation in a Year 9 lesson. At the end of the introductory session of a music lesson, small groups of Year 9 pupils, with considerable speed and enthusiasm, set themselves up with instruments and dispersed into the practice rooms; the minimum of time was lost. Pupils' positive

attitudes help them to learn successfully.

6. Relationships are very good; they are an excellent feature in many lessons. Pupils co-operate effectively showing good awareness of other people's points of view and fairly distributing group tasks, for example, when reporting back to the class in personal and social education. They collaborate very efficiently in practical group work in science and share proudly what they have learned with the rest of the class. In English, Year 11 pupils approach their work with enjoyment and maturity, working independently in groups, arguing points and reaching an agreed solution.
7. Occasions like assemblies and the lunchtime dance club are enhanced by the quality of pupils' response. A warm, corporate spirit was shown in Year 10's appreciation of the 'reading minds' demonstration in assembly. At the dance club, about 70 pupils, boys and girls, worked with delight on a strenuous movement routine, bursting spontaneously into applause at the finish because it had been so good an experience.
8. Pupils show maturity in carrying out school responsibilities. For example, Year 11 pupils very efficiently and thoughtfully encourage younger pupils to finish their lunch so that the job of clearing the hall can get under way. Younger pupils reported on the effective way Year 11 pupils act as bus monitors. In lessons, pupils confidently work independently, either on their own or in a group. They handle equipment responsibly without having to be reminded to do so.

Leadership and management by staff and governors are very strong

9. The headteacher gives excellent leadership which is rooted in the Catholic values that inform all management decisions. He is very ably supported by the deputy headteachers. All aspects of school life reflect the mission statement to serve the needs of all pupils and the aim of valuing all pupils equally. The school is managed with thoroughness and clear purpose to bring about improvement; this is shown, for example, in the way targets are formulated in the development plan. Since the last inspection, the main thrust of development activity has been improvement in the quality of teaching and learning; this has been achieved very successfully. Systems are being set in place to strengthen subject and pastoral management, for example, termly reports from all subject departments and a school review of a department each term. However, while there is some good practice in lesson observation, evident, for example, in a quite sharp lesson evaluation using OFSTED criteria, this is not being undertaken systematically across all subjects. The measured pace of change has secured very good improvement since the last inspection. Now is the time for building on this foundation through adopting more challenging timescales for achieving improvement targets.
10. Governors show strong commitment and are particularly knowledgeable about all aspects of the school's work. They support the school well through taking up the role of critical friend very effectively. The governing body is a strong team and working relationships with staff are excellent. Annual meetings with parents are minuted well and minutes show the care governors take to explain the school's work to parents. Helpful information on the required areas is given in the annual report, including detail on the progress since the last inspection, although there is rather brief comment on the arrangements for pupils with physical disabilities. The prospectus is an attractive and informative document that reflects the school's values and work very well.
11. The school's resources are put to very good use to improve the quality of education pupils receive and support their progress. Adaptation, refurbishment and new building

since the last inspection have been carried out imaginatively to bring the accommodation more in line with current curriculum requirements while enlarging the school to take in pupils from Year 7. There is very good improvement from which pupils' learning benefits, for example, to the library, the gymnasium, ICT rooms and the English department. Subject resources, including ICT resources, are very good and used well to support learning activities.

12. A recent audit report, February 2000, found a strong and comprehensive financial monitoring and reporting regime. There is an established commitment to achieving best value. In financial terms this was demonstrated by the night-shift decorating work booked for the autumn term, achieving no disruption to the curriculum as well as reduced costs. Senior staff undertake thorough analysis and exploration of pupils' results and use the information to modify provision. For example, in order to promote boys' achievement, boys and girls have sometimes been taught separately and mixed small groups have been organised so that boys and girls benefit from each other's approach to lesson tasks. Staff, governors, parents and pupils are kept fully informed about events and developments. For example, the headteacher's weekly newsletter to parents informs them of educational developments that the school has to address. Parents were consulted over the home-school agreement and in 1999 were invited to respond to a questionnaire seeking their views on the school. Pupils were consulted over menus and the findings were put on display.

Pupils are taught very well

13. Most of the teaching observed was good, and much was very good. No teaching was unsatisfactory. Where teaching was very good, teachers used their subject knowledge effectively to help pupils learn. For example, in Year 8 mathematics, pupils' understanding of probability was deepened by the teacher's challenging questions. The introduction to a Year 9 design and technology lesson inspired pupils to think creatively about the box they were going to design and make. In a Year 9 geography lesson, the teacher clarified pupils' misconceptions well, taking care to use appropriate language; there was excellent planned use of ICT; pupils had a good understanding of how well they were doing and what was needed to achieve the higher levels in Year 9 tests. The teacher's expertise and very good relationships with Year 11 pupils enthused them in a GCSE physical education lesson so that their learning about resuscitation was very securely achieved.
14. In very good teaching in science in Year 10, the teacher's questioning was targeted at pupils across the attainment range; the lesson moved on at a good pace and tasks were very well planned to build on previous learning about the speed of chemical reaction. The planning of each aspect of the lesson in excellent Year 7 science teaching consolidated and extended pupils' study skills. For example, this was achieved through using a spider-gram to recap on learning in the previous lesson and by using memory exercises; through planning revision homework to build pupils' confidence; and through consistent use of the scientific vocabulary of the topic on energy resources.
15. High expectations of pupils' interest and contribution, together with very good subject knowledge that is used very well, resulted in very good teaching which helped Year 7 pupils to learn effectively in English. Not one brief moment of inattention went unnoticed by the teacher whose response, for example, by a glance or question, immediately drew pupils back fully into the discussion; good questioning nearly always probed an answer further. Year 11 pupils in art showed mature study skills and went about their coursework tasks with purpose and pace. This was the outcome of very good teaching in which subject expertise was used very effectively to

promote good subject understanding and skills as well as pupils' independent study skills. A Year 11 English lesson took place in a welcoming and stimulating classroom where the display demanded attention to literacy; for example, words that can be substituted for *said*, such as *muttered*, *whined*, *argued*. Very highly skilled teaching was evidenced through pupils' own skills of focused group discussion on text analysis, as well as through their depth of understanding of the use of symbolism. In Year 7 personal and social education, the teacher's manner encouraged pupils' confident response about their feelings on bullying and being bullied. Pupils had written some powerful poems about bullying and their contributions in the lesson were received sensitively and explored carefully.

There is very good provision for moral and social development

16. The school's prospectus gives a very clear view of the high expectations for the development of personal qualities. Rules are based on Christian beliefs and positive principles: pupils are expected to show courtesy, respect, care and consideration in their relationships with one another and with staff. There are commendations and merit certificates, for example for good work, effort and honesty. These procedures, together with the respect shown by staff for pupils and for their differing viewpoints, set high standards for moral behaviour.
17. A student council, STAG (Student Action Group), gives three pupils from each year group the experience of representing the views of their year group and reporting back to its members. For example, during the inspection the council discussed class *Suggestions Boxes* and action about litter following the introduction of carton lunches. Pupils raised a number of concerns, including the ban on playing with footballs at lunchtime, a point raised in discussions with inspectors. The Year 11 council representatives, who constitute a canteen committee, have met with kitchen staff, attended food-tasting sessions and contributed to the decision to provide chips and baked potatoes in cartons.
18. Pupils' social development benefits from the school's strong framework of moral and social values and from the quality of relationships in the school community. The quality is such that it invites individuals to offer their best. They usually do so. There are many opportunities for pupils to take responsibility, for example, through undertaking reception or litter duties and through helping at open evenings. Year 11 pupils help Year 7 pupils with reading. All Year 11 pupils are able to be prefects and currently about two-thirds of the year group have chosen to serve the school in this way; the pupils consider this a privilege. Nominations for head boy, head girl and their deputies are made by pupils in Years 10 and 11, from which staff make the appointments. The responsibilities include attendance at open evenings and organising social events, but also monitoring the contribution of prefects and writing individual reports on them using an assessment form.

The quality of care for pupils' welfare is very good

19. The school very successfully achieves its aim of being a safe and caring community whose daily work is underpinned by Christian values. These values are strongly put into practice, demonstrating the profound importance of the Catholic ethos in the life of the school, as stated by the headteacher in school documents. During the inspection, the school community, both adults and pupils, supported its members with sensitivity in their sadness at the death of a former pupil, the son of a member of staff.

20. The quality of the school's care for pupils is particularly well supported through the pastoral arrangements. A strong feature is that pupils stay with the same form tutor as they move up the school. As a result, tutors know their pupils very well, as do subject teachers. Parents are confident that any problems their children might have will be dealt with promptly and helpfully by the school; they believe that teachers are always prepared to listen to pupils. The pupils themselves are confident that teachers will always help if there is a problem. A Year 7 pupil commented forcefully, with nods of agreement from others, that bullying is not tolerated. His comment confirmed a point made at the parents' meeting that pressure from the pupils themselves reinforces the standards of conduct expected by the school.
21. There are appropriate arrangements for child protection, including good, detailed guidance for staff. Good provision is made for first aid. Governors take their responsibility for pupils' health and safety very seriously, for example, giving rigorous attention to the risk assessment carried out for an overseas school trip. The school has recently installed security cameras to help ensure pupils' safety on site. Good arrangements are established for pupils' departure by bus at the end of the school day and for parents to collect their children after school trips.

Parents hold the school in exceptionally high regard

22. The returns to the parents' questionnaire, 33 per cent of those sent out, were unusually positive in two ways. Over 90 per cent of parents agreed or strongly agreed with ten out of the twelve statements, the proportion mostly being between 96 and 99 per cent. Of these ten responses, all except one showed more *strong agreement* than *agreement*. This quality of parents' appreciation of the school's work was reflected in a comment made at the pre-inspection parents' meeting, supported by other parents present, to the effect that you were lucky if your child went to St Thomas More. The school's being oversubscribed and the 98 per cent of parents returning the home-school agreement are other reflections of this.
23. Many comments made at the parents' meeting helped to build a picture of the particular strengths of the school so appreciated by parents. For example, that the school imparts an enthusiasm for learning and that the staff treat pupils with respect which is reciprocated. There was unqualified praise for staff and their willingness to offer subjects outside the normal school day where requests were made by pupils. Teaching was widely believed to be inspirational, not only in spiritual terms, but also academically and in the context of wider personal development.

WHAT COULD BE IMPROVED

Learning opportunities need further strengthening in the areas of numeracy, mental maths, special needs targets and vocational course provision

24. Within the mathematics curriculum, opportunities for mental maths are very limited. This has an adverse effect on pupils' progress in the subject. Other aspects of the subject are being developed well. The school does not have a numeracy policy for implementation by all departments in their subject curriculum, nor is it a priority for school development. The school's development planning for literacy across the curriculum provides a very good model.
25. Personal learning targets for pupils with special needs are suitably and clearly identified in their individual education plans (IEPs). This is done very well indeed. However, the individual targets, usually for literacy, numeracy or behaviour, are not adapted for pupils' learning in different subjects where this would be helpful. This can limit the effectiveness of the targets in helping teachers to maximise pupils' progress, for example, in geography.
26. The school has been rather slow in developing vocational course opportunities in Years 10 and 11. The joint provision now in place with North Warwickshire and Hinckley College, begun in the current academic year, is proving to be very successful for the 20 Year 10 pupils attending the college for one day a week. These pupils take a variety of courses leading to GNVQ, NVQ and City and Guilds qualifications. Their school programme includes seven GCSE courses and the Youth Award Scheme. However, other developments are not yet under way although there is discussion about the suitability of the programme for all Year 10 and 11 pupils, particularly in relation to the number of GCSE examinations taken. The value of vocational course experience for pupils of different prior attainment, for example, for higher attainers, has not been part of this discussion.

Departments do not always take systematic account of the results of tests and assessments when planning work

27. The school makes readily available to staff the analyses of pupils' attainment in both national tests and teacher assessments, as well as in its own testing of year groups using appropriate external materials. Parents are kept well informed about this data. While teachers have a good awareness of trends in results, subject departments are not all using the information as fully as possible, either to support their planning or to track individual progress.
28. This area for improvement has been fully recognised by the school and is currently a major priority in the development plan 2000-2002. The action to be taken is very well targeted. The good tracking system being used in English provides a helpful basis from which the school can bring about the improvement needed.

Too much teaching time is lost because of the travelling time between lessons

29. Reorganisation of the school day in 1996 resulted in the timetable of six lessons of 50 minutes. During the inspection, about 15 per cent of the lessons observed began at least five minutes after the end of the previous lesson or registration session so that there was teaching and learning for only 45 minutes. The two reasons for this are the long distances from one end of the building to the other and the fact that movement

round the school at lesson change is achieved at a comfortable, rather than a purposeful pace. When reviewing the pattern of the school day, the school did consider building travelling time into the new timetable, but rejected this. However, the amount of teaching and learning time currently being lost is too great for this decision not to be revisited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. To ensure that the school's work to raise standards comprehensively and systematically addresses all areas of provision which contribute to this, the following key issues should be included in the governors' post-inspection action plan.

(1) Strengthen further the learning opportunities for mental maths, for numeracy and special needs targets within subjects, and the provision of vocational courses*

through:

- incorporating systematically opportunities for mental methods of calculation in the mathematics schemes of work and lesson planning at each key stage;
- monitoring the effectiveness of this on a termly basis through lesson observation;
- implementing a timetable for the development of a numeracy policy which enables this to be achieved in a thorough and timely way;
- identifying subject specific interpretations of special needs learning targets in individual education plans (IEPs) where this will be useful;
- providing training in adapting learning targets for subject staff;
- monitoring the implementation of IEPs across subject departments;
- exploring further vocational course development for pupils in Years 10 and 11.

(paragraphs 24-26)

(2) Ensure that planning by all subject teachers benefits from full information about individual attainment*

through:

- implementing a whole-school system for departmental recording of individual progress;
- ensuring that the system, while comprehensive, is easily accessible to the reader;
- monitoring subject planning, including lesson planning, to check that account taken of this information;
- ensuring that all heads of subject are informed about pupils' tracking information in other subjects.

(paragraphs 27-28)

(3) Implement revised arrangements for the school day to ensure that teaching time is not lost unnecessarily

through reviewing:

- the length of lessons;
- arrangements for afternoon registration;
- the need for scheduled travelling time.

(paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	28	38	30	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	779	
Number of full-time pupils eligible for free school meals	54	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	8	
Number of pupils on the school's special educational needs register	159	

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	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.9

Unauthorised absence	%
School data	0.1
National comparative data	0.4

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	73	80	153

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43	51	53
	Girls	61	58	55
	Total	104	109	108
Percentage of pupils at NC level 5 or above	School	69 (80)	71 (66)	71 (59)
	National	63 (64)	66 (62)	59 (59)
Percentage of pupils at NC level 6 or above	School	28 (56)	44(32)	33(29)
	National	31 (31)	42 (38)	29 (28)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	50	45	49
	Girls	63	54	55
	Total	113	99	104
Percentage of pupils at NC level 5 or above	School	74 (77)	65 (62)	68 (64)
	National	65 (64)	66 (64)	60 (60)
Percentage of pupils at NC level 6 or above	School	35 (38)	32 (32)	35 (39)
	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	82	71	153

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	31	81	81
	Girls	45	67	68
	Total	76	148	149
Percentage of pupils achieving the standard specified	School	50 (60)	97 (99)	98 (99)
	National	49 (48)	89 (89)	94 (94)

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

GCSE results		GCSE point score
Average point score	School	42.5 (44.9)

per pupil	National	38.7 (38.0)
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Figures in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	3
Indian	8
Pakistani	1
Bangladeshi	0
Chinese	0
White	757
Any other minority ethnic group	7

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
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)	45
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	207

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78
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Average teaching group size: Y7 – Y11

Key Stage 3	24
Key Stage 4	22

Financial information

Financial year	1999-2000
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	£
Total income	1671,222
Total expenditure	1680,326
Expenditure per pupil	2,177
Balance brought forward from previous year	103,894
Balance carried forward to next year	94,790

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	779
Number of questionnaires returned	257

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	1	0
My child is making good progress in school.	54	43	2	0	0
Behaviour in the school is good.	52	46	1	0	1
My child gets the right amount of work to do at home.	40	49	8	2	1
The teaching is good.	53	43	2	0	2
I am kept well informed about how my child is getting on.	48	44	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	1	1
The school expects my child to work hard and achieve his or her best.	77	22	0	0	0
The school works closely with parents.	43	48	7	1	2
The school is well led and managed.	65	33	1	0	1
The school is helping my child become mature and responsible.	57	40	2	0	0
The school provides an interesting range of activities outside lessons.	32	43	13	2	11