

# INSPECTION REPORT

## **CAISTOR GRAMMAR SCHOOL**

Caistor

LEA area: Lincolnshire

Unique reference number: 120702

Headteacher: Mr Roger Hale

Reporting inspector: Brian Rowe  
1695

Dates of inspection: 13 - 16 November 2000

Inspection number: 223907

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Foundation
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
School address:	Church Street Caistor Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Russell Orr
Date of previous inspection:	October 1995

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

### **INFORMATION ABOUT THE SCHOOL**

Caistor Grammar is a mixed selective school situated in the town of Caistor in the county of Lincolnshire. The school caters for pupils between the ages of 11 – 18. It draws pupils mainly from the north of the county and from the Unitary Authorities of North and North East Lincolnshire. There are pupils from a wide range of backgrounds but the proportion from advantaged backgrounds is higher than average. There are 591 pupils on roll (278 boys / 313 girls). The percentage of pupils from ethnic minority groups is very low. The proportion of pupils receiving free school meals is very low when compared with the grammar school average. An analysis of pupils' attainment on entry shows that levels of attainment are well above the national average. However, in relation to many selective schools the pupils have a relatively wide band of attainment on entry. In total 54 (9.1 per cent) of the pupils have been placed on the special educational needs (SEN) register. This is much lower than the national average. No pupil has a statement for SEN.

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

Caistor Grammar School is an extremely successful and highly effective school providing a first-rate education for its pupils. It achieves academic standards that are much higher than could be expected, considering the attainment of pupils on entry. The attainment of students in the sixth form is very high and achieved on a cost-effective basis. Pupils have extremely positive attitudes about the school and work with great commitment to improve their own performance. They are very well behaved and form excellent relationships with each other and their teachers. The quality of teaching is a major strength and over half is very good or excellent. The overall very good quality of teaching ensures that pupils make rapid progress and are keen to learn. There is a very high level of care and support for pupils and the school has developed a very effective range of procedures to monitor and support pupils' academic and personal development. Parents generally regard the school very highly. They receive very good information about their child's progress and what is happening in school. The school has made very good progress since the last inspection and is continually looking for ways to improve. The school is aware of its strengths and areas for future development. The headteacher, very well supported by the senior management team and the governors, provides excellent leadership and gives a clear direction for school improvement. The school gives very good value for money.

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

- It has sustained very high academic standards, at all key stages, in recent years.
- The very high level of care and supportive relationships provided by the staff foster exceptionally high standards of personal development, attendance, attitudes towards learning and very good behaviour.
- The headteacher, very well supported by the governors and senior staff, provides outstanding leadership and his clear direction has ensured very good improvements in the school's development.
- The very high quality of teaching, linked to the systems for assessing and monitoring, are continually raising the standards of pupils' attainment and examination success.
- It makes very effective use of a very detailed analysis of assessment and performance data to set academic targets for further improvements to pupils' attainment.

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

In the context of the school's many strengths identified within this report, the inspectors fully endorse the detailed school development plan which identifies appropriate areas for improvement and sets realistic and challenging targets, and in particular the following priorities:

- further development of the provision for information and communication technology (ICT);
- developing the accommodation to improve the curricular and learning opportunities for music and physical education.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the last inspection, which took place in October 1995, the school was judged to provide a very good quality of education. Since then the school has made very good improvements. The key issues identified in the previous report have been addressed appropriately. For example, assessment arrangements, marking and lesson planning have become more consistent; very effective review and monitoring systems have been established; the accommodation has been improved, as has the provision for spiritual development. The school now meets the legal requirements to teach religious education. In addition, other important aspects of school development have been achieved. These other aspects include: improving attainment at a faster rate than the national rising trends at Key Stage 4; achieving excellent examination results in the sixth form; analysing performance data to set individual targets for pupils' progress; attaining and maintaining Investors in People status and the SportsMark, achieving the Charter Mark, and participating in a wide range of educational projects. Although there have been improvements in the provision for daily worship, the school still does not meet the statutory requirement to provide daily worship for every pupil. The quality of teaching has improved significantly since the last inspection and this has ensured a rise of standards throughout the school.

## 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	A*	A*	A*	B
A-levels/AS-levels	A*	A*	A*	N/a

Key	
<i>Very high</i>	A*
<i>Well above average</i>	A
<i>Above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E

By the end of Key Stage 3, over the last six years, pupils' attainment has been very high (in the top five per cent of all maintained schools) against the national average in English, mathematics and science. In 2000 the average points score fell slightly after exceptional results in 1999, but overall attainment remains well above average when compared with other grammar schools.

Pupils' attainment at the end of Key Stage 4 (at age 16) has been consistently very high (in the top five per cent of all maintained schools) compared with the national average for at least the last six years. Pupils' average points score in 2000 was the highest ever at 65.4 against a national average of 38.7 points. One hundred per cent of pupils achieved 5+ A\*-C grades against a national figure of 49.0 per cent. A high proportion (52.7 per cent) of pupils achieved A\*/A grades. These high grades were achieved in most subjects, but were especially noteworthy in biology, chemistry, English language, German and physics in which over 70 per cent of pupils gained these top two grades. Attainment is above average when compared with other selective schools and the school was placed very highly in the 2000 national league tables for grammar schools.

During the last few years sixth-form students have achieved very well indeed and results have improved steadily. In 2000, students gained an average points score of 30.9, the highest score the school has ever achieved. This is very high compared with the national average and the school gained ninth place nationally when compared to all other state secondary schools. This is an outstanding achievement. A high proportion of students gained the highest grades in several subjects. Especially noteworthy were the results in all the science subjects, English, mathematics, history, geography, economics, and general studies. At each key stage pupils and students achieve well in relation to their prior attainment and make very good progress. There is no significant difference between the standards attained between boys and girls. Each year the school sets itself very challenging targets and in 2000 was very successful in achieving them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic about their lessons. They come to school with very positive attitudes and a willingness to learn, showing a high capacity for sustained concentration.
Behaviour, in and out of classrooms	Very good. Behaviour around the school, in lessons, assemblies and the grounds is very mature and self-disciplined.
Personal development and relationships	Excellent. Relationships between staff and pupils, and between the pupils themselves are very warm. This creates a positive atmosphere for learning in which pupils flourish both academically and personally.
Attendance	Excellent. Very high compared with the national average. Punctuality is also very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	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.*

Overall, the quality of teaching is very good. Of the lessons observed, 16 per cent of the teaching was excellent, 40 per cent was very good, 34 per cent was good and 10 per cent was satisfactory. There were no unsatisfactory lessons. There was a higher proportion of very good and excellent lessons in Key Stage 4 and the sixth form. The quality of teaching is a major strength and has improved since the last inspection.

Teachers are providing the pupils with the key skills they need to learn effectively. Appropriately the school has prioritised further training for teachers in ICT to enhance pupils' learning even further. Teachers are building on pupils' self-confidence to develop an independence and enjoyment of learning. Pupils' learning is very strongly promoted through the teachers' subject expertise and enthusiasm for the topic learnt. Teachers have high expectations and set the pupils demanding challenges. Excellent relationships between the pupils and teachers in the classroom create a very positive learning environment where pupils learn effectively and with enjoyment. Teachers provide pupils with individual support when necessary and make very good use of systematic assessment to ensure a good rate of progress is maintained, both in lessons and throughout the unit of work. Homework is used very well to consolidate learning and develop pupils' enquiry skills. In a few lessons pupils' interest was not sufficiently capitalised upon for them to take initiative and develop their own ideas. The core subjects of English, mathematics and science, together with literacy and numeracy skills, are taught very well throughout the school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and has many good features. There is an extensive range of out of school activities.
Provision for pupils with special educational needs	Pupils are supported very well. These include those with learning difficulties as well as those who need additional challenges.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school provides very good opportunities for pupils' personal development. Spiritual development is good; an improvement on the last inspection. The school has improved the provision for assemblies but does not meet statutory requirements for collective worship.
How well the school cares for its pupils	The school provides very good pastoral care and effective academic monitoring. The procedures for child protection, health and safety and communicating with parents are also very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and has a clear direction for school development. Staff with management responsibility contribute well to achieving the school's aims, values and targets. The detailed school development plan provides a clear set of priorities for further school improvement.
How well the governors fulfil their responsibilities	Very good. The governors take their responsibility extremely seriously. They are very well informed about the school and appropriately involved in strategic decision making.
The school's evaluation of its performance	Very good. The school has established very detailed and systematic procedures for measuring its performance. The quality of the analysis and the use made of performance data are highly effective.
The strategic use of resources	Very good. In targeting resources the school applies good principles of best value. Financial planning and control systems are very good.

## 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 going to school</li> <li>• Pupils make good progress</li> <li>• Teaching is good</li> <li>• Behaviour is invariably good</li> <li>• The school sets the right amount of homework</li> <li>• School is comfortable with questions or problems</li> <li>• High expectations for attainment and behaviour</li> <li>• The school is well managed and lead</li> <li>• The school helps pupils to mature and take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> </ul>

Over 90 per cent of the parents who returned the questionnaires indicated what pleases them most. Ten per cent indicated that they would like to see a greater range of activities outside of lessons. The inspectors agree with the parents' positive views but found the range of extra-curricular activities to be very extensive. The extra-curricular activities for sport were especially good.

## **PART B: COMMENTARY ON THE MAIN FINDINGS**

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

**It has sustained very high academic standards, at all key stages, in recent years.**

1. Pupils enter school (age 11) with levels of attainment that are well above those expected for their age nationally. The school operates an admissions policy that accepts a high proportion of pupils from its local area of Caistor, before widening the catchment to other neighbouring areas. Consequently, pupils have a relatively wide band of attainment on entry for a selective school.
2. These high standards of attainment on entry are maintained and extended by the end of Key Stage 3 (age 14) when very high proportions of pupils achieve levels 6 – 8 in the national tests. By the end of Key Stage 3, during at least the last six years, pupils' attainment has been very high (top five per cent of all maintained schools) against the national average in English, mathematics and science. In 2000 the average points score fell slightly, after exceptionally good results in 1999. Overall, attainment remains well above average when compared with other grammar schools.
3. Pupils' attainment at the end of Key Stage 4 (at age 16) has been consistently very high (top five per cent of all maintained schools) compared with the national average for at least the last six years. Pupils' average points score in 2000 was the highest ever at 65.4 against a national average of 38.7 points. One hundred per cent of pupils achieved 5+ A\*-C grades against a national figure of 49.0 per cent. In 2000 a high proportion (52.7 per cent) of pupils achieved A\*/A grades. These high grades were achieved in most subjects, but were especially noteworthy in biology, chemistry, English language, German and physics when over 70 per cent of pupils gained these top two grades. Attainment is above average when compared with other selective schools and the school was placed very highly in the 2000 national league tables for grammar schools.
4. During the last few years sixth-form students have achieved very well indeed and results have improved steadily. In 2000, students gained an average points score of 30.9, the highest score the school has ever achieved. This is very high compared with the national average and the school gained ninth place nationally when compared with all other state secondary schools. This is an outstanding achievement. A high proportion of students gained the highest A level grades in several subjects. Especially noteworthy were the results in all the science subjects, English, mathematics, further mathematics, history, geography and general studies.
5. At each key stage pupils and students achieve well in relation to their prior attainment and make very good progress. Levels of literacy and numeracy are very high throughout the school. Pupils make very good use of these skills in all subjects. There is no significant difference between the standards attained between boys and girls. Each year the school sets itself very challenging academic targets and in 2000 was very successful in achieving them. Very good teaching, extremely positive pupils' attitudes, excellent relationships and attendance and the pupils' capacity for sustained hard work are all significant factors in their very high level of academic success throughout the school.

6. In English, during the last three years, pupils' attainment at the end of Key Stage 3 has been very high in comparison with the national average and well above that for other grammar schools. In 2000 the overall standard was maintained but there was a slight decline in the proportion of pupils gaining the highest levels (7 and 8). When compared with their attainment on entry, the pupils' achievement is very good.
7. In the GCSE examinations for English language and literature the standards achieved are very high in comparison with the national average and above those for grammar schools. In 2000 the girls achieved a significantly higher proportion of the highest grades (A\* and A) than the boys in English language and all students performed significantly better in this subject than they did in literature. At GCE A Level, standards are very high in comparison with the national average and those for similar schools. In 2000, the proportion of students gaining the highest grades (A / B) was slightly below that for similar schools in 1999 (the last figure available). Achievement is very good in both Key Stage 4 and the sixth form.
8. Throughout the school the great majority of pupils are very articulate in class discussions as well as more formal tasks such as presentations and group performances. They are very attentive listeners, showing interest in each other's ideas, as they did in a Year 10 lesson where they worked as editorial groups deciding on the content and layout of a newspaper front page. The level of co-operation and the outcomes of this lesson were both excellent. They appreciate both the sound and the meaning of poetry and prose when read aloud, for example in a Year 9 class studying the war poetry of Wilfred Owen. Many pupils are avid readers for their own enjoyment, and in their study of a challenging range of plays and novels they show very good perception of plot, character and literary technique. Year 12 students prepared and performed their own ten-minute versions of 'The Taming of the Shrew', showing excellent insight into Shakespeare's use of language. They are also able to make detailed and critical analysis of a range of non-fiction, including persuasive writing. Their own writing for a variety of audiences is accurate, interesting and original, showing very good awareness of appropriate style and register.
9. In mathematics, pupils' attainment in the end of Key Stage 3 National Curriculum tests has been very high in comparison with the averages for all maintained schools over the last three years, and in 1999 it was above the average for similar schools. The results in 2000 are slightly better than those in 1999 as are the standards being reached by pupils in the current Year 9. Pupils' achievement at Key Stage 3 is good when compared with their attainment at Key Stage 2. Attainment is also very high at the end of Key Stage 4. The GCSE results are very high in relation to national averages and above those for grammar schools though the proportion of pupils reaching the highest grades of A\* and A is slightly below grammar school averages. The more able mathematicians further extend their skills through following a course in statistics. The standards reached at GCE Advanced level in mathematics and further mathematics are also very high in relation to national averages and are well above the averages for grammar schools. The standards seen during the inspection reflected the GCSE and GCE Advanced level results. Pupils achieve well at both Key Stages 3 and 4 and very well in the sixth form. They develop very high levels of mathematical skills that they apply very effectively in all aspects of their work. They achieve significant strengths in mental and written calculations, sequencing, the use of algebraic expressions and formulae, investigation, problem solving, collecting and interpreting data, the ability to check their methods and to explain and judge the validity of their solutions. Higher attaining pupils reach exceptionally high levels of attainment throughout the school.

10. During the last few years the science test results at Key Stage 3 have been very high compared with the national average and well above the grammar school benchmark. Except for 1999, boys out performed girls, although both achieve very well in relation to their prior attainment. The results in 2000 were similar to those in the previous year with a slight reduction in the proportion of pupils attaining level 7. The GCSE results were very high in relation to national averages and above those for grammar schools. The proportion of pupils reaching the highest grades of A\*/A was above grammar school averages. In A-level examinations students' achievement was very high in all three sciences and overall above grammar school averages. At each key stage pupils make very good use of their scientific knowledge and understanding to analyse evidence and make conclusions. This was demonstrated well in a Year 11 lesson when pupils experimented with liquid paraffin and then considered the implications for the petroleum industry.

**The very high level of care and supportive relationships provided by the staff fosters exceptionally high standards of personal development, attendance, attitudes towards learning and very good behaviour**

11. Relationships between staff and pupils, and between the pupils themselves are very caring, creating an extremely positive atmosphere where pupils can flourish and develop well socially and emotionally. These positive relationships and the very high level of care fosters high standards of personal development. Very good support is provided to all pupils, including those with learning difficulties and those who need additional challenges to achieve the very highest standards possible. Staff know the pupils well as individuals and make good use of the systematic records they keep on pupils when offering support and guidance. They are sensitive to pupils' needs and use their comprehensive knowledge of pupils to ensure they are placed in the most appropriate teaching group. Pupils are valued as individuals and for their contribution to the daily life in the school. They in turn respect each other's feelings and support each other at school. Pupils are polite, friendly and proud of their school and have a strong sense of loyalty. They are given considerable levels of responsibility that include the senior students being attached to form groups, trained as councillors and organising activities for younger pupils. All pupils are admitted into the school building at lunch-and break-times. They show a great deal of respect to the building and furniture.
12. Pupils are keen to attend school. For the last few years attendance has been very high when compared with the national average and well above the selective schools average. Unauthorised absence is very low. These very high levels of attendance ensure uninterrupted learning for pupils and contribute to their high achievement
13. Pupils are enthusiastic about their lessons and praise the teachers for their high level of care. Many pupils indicated that there was at least one teacher in school they could turn to with either an academic or pastoral problem. Pupils are mature and come to school very well prepared and very keen to learn. Behaviour around the school and in lessons is very good. Pupils settle quickly to work and sustain concentration throughout the lesson. In recent years there have been very few exclusions.

**The headteacher, very well supported by the governors and senior staff, provides outstanding leadership and his clear direction has ensured very good improvements in the school's development**

14. One of the main strengths of the school is the quality of leadership at all levels. The headteacher shows outstanding leadership. He has a clear vision for the future of the school and is determined to ensure a continual improvement in the quality of education provided for the pupils. The school has a clear set of aims and objectives that are expressed in the

school's mission statement: "We seek: to use lively minds, to work hard, to develop all our talents and to grow by sharing." The school is very successful in implementing its aims to ensure the educational and personal progress of its pupils.

15. One person alone cannot provide the necessary support for teachers to promote consistent improvements. In this respect the school is well served by a hard working, cohesive and dedicated senior management team. Since the last inspection, there have been very good improvements in many important aspects of school life. The senior management team is aware of any weaknesses that have to be addressed.
16. The management structure is particularly effective and the school has established clear roles within the senior and middle management team. The work of all academic and pastoral managers is supported through an appropriate structure of meetings that ensures good communication. The heads of department are efficient and have ensured improvements have taken place within their departments. For teachers this is a challenging and innovative school to work in. Many demands are placed upon them, but they know they will be well supported. The school has been successful in gaining and maintaining a number of important management accreditations. These include Investors in People, the Charter Mark and Sports Mark status. The school is also involved in an exciting and innovative project with another secondary school, sharing good practice and ideas for future development.
17. The governors are aware of their responsibilities to meet all statutory requirements and for the overall performance of the school. With the exception of not complying with the requirements to provide a daily act of collective worship, the governors fulfil their statutory requirements. The governing body has a strategic view of the school's development due to the very good review and monitoring procedures. Governors are confident with regard to fulfilling their role. They are committed to the school's improvement and work hard in a well-organised committee structure to ensure continuous development. The governors are very well informed about the school's successes and areas for development. The governors maintain close monitoring of finances and make informed decisions based on accurate budget information. The governors' Finance Committee works closely with the finance officer and headteacher to keep track of all expenditure. Both senior managers and governors are clear about the cost of developments and the identified targets in the development plan. The school applies best value principles very effectively.
18. The quality of the school's development planning and the systems for monitoring have improved since the last inspection. The thorough school development plan has been written after a process of review, involving the staff and the governors. The school's development plan identifies appropriate targets based on detailed review procedures. The planning is linked to staff appraisal and their training needs. The school is in a very good position to implement the forthcoming performance management requirements and sustain improvements.

**The very high quality of teaching, linked to the systems for assessing and monitoring, are continually raising the standards of pupils' attainment and examination success**

19. Overall, the quality of teaching is very good throughout the school. Of the lessons observed, 16 per cent of the teaching was excellent, 40 per cent was very good, 34 per cent was good and 10 per cent was satisfactory. There were no unsatisfactory lessons. The quality of teaching is a major strength of the school and has improved since the last inspection. Examples of very effective teaching were observed in all the subjects observed and these included English, mathematics, science, art, economics, geography, history, French, German, design and technology, music, physical education, religious education and personal, social and health education.

20. Teachers provide the pupils with the key skills they need to learn effectively and gain success in public examinations. Appropriately the school has prioritised teacher training in ICT to enhance pupils' learning even further. Teachers build on pupils' self-confidence to develop their independence and enjoyment of learning. Pupils' learning and achievement are very strongly promoted through the teachers' high level of subject expertise and enthusiasm for the topic being taught. They frequently present interesting material in a lively manner. Most teachers have high expectations and set the pupils demanding challenges. Excellent relationships between the pupils and teachers in the classroom create a very positive learning environment where pupils learn effectively and with enjoyment. Teachers provide pupils with individual support when necessary and make good use of systematic assessment to ensure a good rate of progress is maintained, both in lessons and throughout the units of work. Homework is used very well to consolidate learning and develop pupils' enquiry skills. In a few lessons pupils' interest was not sufficiently capitalised upon for them to take the initiative and develop their own ideas. In a very few lessons the learning outcomes of the lesson were not shared with the pupils and they were not able to adequately assess their own progress. The core subjects of English, mathematics and science, together with literacy and numeracy skills, are taught very well throughout the school.
21. Teachers assess pupils' progress through regular testing and the marking of class and homework. Teachers make very good use of assessment data to set realistic but challenging targets for pupils to achieve. The marking of work is usually diagnostic and informs pupils about how to improve their work and understanding of the topic. Pupils who are not making sufficient progress are quickly identified and appropriate action to support pupils and sixth-form students is taken. Departments also monitor progress by undertaking reviews of pupils' work and analysing the results of tests throughout the year. The very good use made of assessment and monitoring linked to very good teaching is supporting the continual rise in academic standards and examination success.
22. The overall standard of teaching in English is very good. Their considerable subject knowledge and great enthusiasm for the subject are significant features conveyed to the pupils and sixth-form students. In the excellent lessons seen, the learning objectives were shared with the pupils who were excited about the content and the activities they were required to undertake. They were able to see the purpose of each activity and measure their own progress. Questioning in class and comments on students' written work are helpful but challenging, and expectations are consistently high. In response, the students are keen to do well and put a great deal of time and effort into their work. In many cases they present the final piece as a word-processed and well illustrated document, for example the news stories that a Year 9 class wrote on "Animal Farm".
23. In mathematics, learning is very well supported by the very high quality of the teaching. Pupils are enabled and often inspired to work at a very high intellectual level by the skilful sharing of the teachers' very good subject expertise and their love of their subject. For example, in a Year 10 lesson, pupils responded with zeal and enthusiasm and demonstrated very high standards in using graphical calculation in their investigation of the shape of linear, quadratic and cubic functions. Pupils' learning is very well supported by the good pace and challenge of the teaching. There is a constant encouragement for them to think deeply and to experiment. This was well exemplified in a Year 7 lesson where pupils made very good progress and worked with enjoyment in sequencing numbers in response to the high expectations of the teacher. In this lesson along with several others the quality of learning was enhanced by the use of electronic calculators.
24. In science, the quality of teaching is good or very good. Good lesson planning, high expectations and an enthusiasm for the subject stimulate pupils' interests and a commitment to learning. The teaching provides well-managed experimental and investigative work that

supports and builds on pupils' knowledge and conceptual understanding, as well as developing their skills of planning, practical work, drawing conclusions and evaluating investigative work. Teachers capture pupils' interest by relating the science taught to everyday applications and by providing an effective range of resources, including computer software, which demonstrate visually what pupils have learned in theory.

**The school makes very effective use of a very detailed analysis of assessment and performance data to set academic targets for further improvements to pupils' attainment**

25. The school has worked hard to establish rigorous systems for monitoring and evaluating the quality of work in school. The senior managers undertake a number of detailed departmental reviews and issues for improvement have been identified. This process helps to inform the priorities identified in the school development plan. There is an effective monitoring of pupils' attainment and progress in subjects by the heads of department. Analysing pupils' performance data, regularly reviewing the standards of work and monitoring the implementation of the school's policies are used to set realistic but challenging targets for academic achievement and for school improvement. The departments that have been reviewed have benefited from lesson observations and the curriculum reviews undertaken by members of the senior management team.
26. The school is able to demonstrate that it progressively adds value to pupils' achievement as they move through school. A wide range of standardised tests is used to measure pupils' attainment on entry to the school and then their progress as they move through the school. Extremely detailed analysis of pupil performance is used to identify trends in achievement and focus the support and additional resources, if required, to secure future improvements. The use made of the analysis of performance data has been a key feature in ensuring the continual improvement and raising standards throughout during the last few years.

**WHAT COULD BE IMPROVED**

27. The school strives for continuous improvement. A very comprehensive range of areas for improvement have already been identified in the school's current development plan. The school has a rigorous system of reviewing and monitoring that highlights its strengths and identifies any areas requiring further development. This process has ensured that an appropriate and comprehensive development plan has been devised based on the quality of education provided and the standards being achieved. The plan has appropriate targets for development; it is realistic and ambitious. The school is successfully implementing the targets identified in the development plan. For example, the school has significantly improved the provision for information and communication technology (ICT) but is aware that further developments are still needed. Since the last inspection the governors have been successful in upgrading the quality of the accommodation in many areas of the school. Several large building projects have been completed or are in the process of completion. The school is aware that the quality of the accommodation and facilities for music and physical education are areas for future development.
28. The inspectors fully endorse the school's development plan and the priorities that are detailed within it. In particular the school should now ensure:
  - (a) further development of the provision for information and communication technology (ICT);
  - (b) developing the accommodation to improve the curricular and learning opportunities

music and physical education.

## WHAT COULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to raise the levels of achievement further the governors and staff should continue to focus their attention on implementing the following, all of which are included in the school's development plan:

(a) Further development of the provision for information and communication technology (ICT)

- provide further ICT training for staff, including elements of financial software, word processing and use made of spreadsheets and data bases;
- ensure the development of ICT portfolios for staff use;
- improve the hardware and software provision and the use made of ICT and the Internet throughout the school;
- carry out an internal review of the current provision of ICT;
- pilot the Key Skills Unit for Year 10;
- improve the ICT provision for music;
- review and monitor the role of the ICT co-ordinator, ICT policy, assessment arrangements at Key Stage 4 and the use made of the new network;
- secure the funding for computer aided manufacture (CAM) in the technology department.

(paragraph 20)

(b) Developing the accommodation to improve the curriculum and learning opportunities for music and physical education.

- Secure improvements to the physical education department's facilities.
- Secure improvements to the music department's accommodation.

(paragraph 27)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	40	34	10	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 – Y13
Number of pupils on the school's roll		591
Number of full-time pupils eligible for free school meals		7

Special educational needs		Y5 – Y8
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		54

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	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	6.0

#### Unauthorised absence

	%
School data	0.0
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	37	52	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	37	37	37
	Girls	52	52	52
	Total	89	89	89
Percentage of pupils At NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils At NC level 6 or above	School	99 (97)	98 (99)	96 (94)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	37	37	37
	Girls	52	52	52
	Total	89	89	89
Percentage of pupils At NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils At NC level 6 or above	School	98 (98)	100 (99)	90 (93)
	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	35	53	88

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	100	100	100
	Girls	100	100	100
	Total	100	100	100
Percentage of pupils achieving the standard specified	School	100 (100)	100 (100)	100 (100)
	National	49.0 (46.6)	88.8 (90.9)	94.4 (95.8)

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

GCSE results		GCSE point score
Average point score	School	65.4 (63)

per pupil	National	38.7 (38)
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*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	26	33	59

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	35.2	27.5	30.9 (26.6)	n/a	n/a	n/a
National	(17.7)	(18.1)	(17.9)	n/a	n/a	n/a

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	17
Pakistani	0
Bangladeshi	0
Chinese	3
White	565
Any other minority ethnic group	6

### 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	4	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 – Y13

Total number of qualified teachers (FTE)	35.2
Number of pupils per qualified teacher	16.8 : 1

FTE means full-time equivalent. 21.2

#### Education support staff: Y7 – Y13

Total number of education support staff	5
Total aggregate hours worked per week	141

### Financial information

Financial year	99/00
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	£
Total income	1,714,166
Total expenditure	1,700,388
Expenditure per pupil	2937
Balance brought forward from previous year	83,607
Balance carried forward to next year	97,385

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	591
Number of questionnaires returned	340

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	5	1	0
My child is making good progress in school.	62	31	2	0	5
Behaviour in the school is good.	57	39	1	1	3
My child gets the right amount of work to do at home.	35	56	5	2	2
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	46	41	6	1	6
I would feel comfortable about approaching the school with questions or a problem.	51	40	6	2	1
The school expects my child to work hard and achieve his or her best.	88	11	1	0	1
The school works closely with parents.	36	50	7	2	5
The school is well led and managed.	60	35	2	1	3
The school is helping my child become mature and responsible.	57	35	3	1	4
The school provides an interesting range of activities outside lessons.	39	43	8	2	7

### Other issues raised by parents

- Physical education staff give up a enormous amount of time for extra-curricular activities.
- Sport is encouraged for pupils of all ability.
- Sixth-form students organise their own leaving ball.
- There are many trips and visits for cultural and educational purposes.
- School plays and productions: many pupils are involved and they achieve a very high standard of performance.
- There is a high level of staff support for school activities.
- The headteacher was mentioned for his particular commitment and dedication to the school.