

# INSPECTION REPORT

## **ST AUGUSTINE'S RC HIGH SCHOOL**

Billington, Clitheroe

LEA area: Lancashire

Unique reference number: 119801

Headteacher: Mr A McNamara

Reporting inspector: Mr E Wheatley  
10013

Dates of inspection: 31<sup>st</sup> October - 2<sup>nd</sup> November 2000

Inspection number: 223941

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:	Elker Lane Billington Clitheroe Lancashire
Postcode	BB7 9JA
Telephone number:	(01254) 823362
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Edmund Willoughby, SJ
Date of previous inspection:	17 <sup>th</sup> November 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Augustine's High School is a co-educational 11 – 16 Roman Catholic comprehensive school. It has 1,013 pupils, almost all from Roman Catholic families, and is larger than similar schools of the same type. It has grown since the last inspection and is oversubscribed. The school is situated in Billington, about five miles from Clitheroe, but pupils come from a wide area around, predominantly from private housing. Nine per cent of pupils are entitled to free school meals, which is below average, and a slight increase from the last inspection. 13.6 per cent of pupils are on the school's register for special educational needs, which is below average, and 2.7 per cent of pupils, which is average, have statements of special needs. Less than one per cent (three pupils) have English as an additional language, but none are in the early stages of language acquisition. The whole ability range is represented in the school population. However, attainment on entry is above average overall, which is similar to the position at the last inspection.

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

This is a very good school which is directed by a very strong Roman Catholic ethos. The enthusiastic, energetic approach to providing a high quality education dominates the very effective development work the school undertakes. Management provides outstanding vision for the quality of education to be aimed for and enables staff to work successfully towards achieving this. Standards achieved by pupils are high and the quality of teaching is good. The school gives very good value for money.

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

- Pupils achieve well at Key Stage 3 and very well at Key Stage 4. Attainment is well above average by the time pupils leave the school and well above average compared with similar schools.
- The quality of teaching is good overall and one third of teaching is very good.
- The headteacher and senior staff, supported by all other staff, provide outstanding direction for the school to improve and continue to raise standards.
- Governors make a very significant contribution to the development of the school.
- Pupils have excellent attitudes to work and all aspects of school life. The relationships between pupils and between pupils and adults are of the highest quality and there is considerable respect for the beliefs and feelings of others.
- The provision for pupils with special educational needs is very good and the quality of support from specialist staff is outstanding.
- The provision for pupils' moral and social development is excellent.
- Parents have extremely positive views of the school.
- Relationships with partner institutions are outstanding.

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

- Information technology is not consistently used across the curriculum.
- Reports to parents do not give sufficient details of what pupils know, understand and can do or provide targets for making further progress.
- Opportunities for independent learning are limited; access to the library is limited because the library is used as a classroom and access to computers is limited.
- Individual pupil target setting at Key Stage 3 is underdeveloped.
- Good practice in teaching is not consistently shared among staff.
- Although accommodation has improved since the last inspection, it is still unsatisfactory.

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

Nearly all of the issues identified by the inspection team are already included in the school's detailed development plans and are relatively minor adjustments to the programme of development the school is already engaged in.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since its last inspection which was in November 1995. There is now no significant use of non-specialist teachers. There has been some improvement in the school's accommodation, but some classes are still taught in unsuitable rooms and some teachers do not have a permanent teaching base. School resources are now managed well and all purchases are focused on curricular needs. The school's management has improved significantly, with very effective monitoring, evaluation and planning to maintain and continue improvements. Assessment has improved very well and issues arising from this inspection are about fine-tuning already very good practice. The procedures to register pupils in the afternoon are effective and health and safety issues raised at the last inspection have been addressed. Since the last inspection, standards achieved by pupils have improved and the quality of teaching has improved.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	A	A	A	A	well above average A above average B average C below average D well below average E

In the end of Key Stage 3 National Curriculum tests in 2000, the overall results were well above average. In English, the proportion of pupils obtaining the average Level 5 or higher was very high compared with the national average, in mathematics it was well above average and, in science, it was above average. The proportion of pupils obtaining the higher Level 6 or higher was well above average. Compared with similar schools, these results were well above average. This shows an improvement on last year and continues the trend of high standards the school has established.

Standards seen in English are well above average. Pupils speak, listen, read and write well. They use their skills confidently and well. The range of materials they work with increases and, by Year 11, they express their own ideas, for example, about poetry very well. Standards in mathematics are very high. Pupils have very good numeracy skills and make good progress in these as they move through the school. By the end of Key Stage 4, they calculate and carry out mathematical processes very well. In science, pupils have good investigation and practical skills. They have a good understanding of the subject and by Year 11, they express their understanding articulately and achieve standards well above the average. In all lessons, pupils achieve well. They work hard and with obvious enjoyment and this is predominantly due to the high expectation of teachers and excellent relationships established in all classrooms. Literacy and numeracy skills are well developed and used extensively by all pupils which has a very strong impact on their achievements. Information technology skills and knowledge have developed satisfactorily, but progress has been less than in other subjects because pupils do not use computers consistently across the curriculum. Nevertheless, there is some very good practice. For example, in science, pupils are paired together so that they can share access to computers, either in school or at home, to carry out research work on CD Roms or on the internet.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent to work and all social aspects of school. Pupils respond extremely well to work and other activities provided.
Behaviour, in and out of classrooms	Outstanding. In classrooms and around school pupils behave extremely well; they are courteous, attentive and respond very well to all of the activities organised by the school.
Personal development and relationships	Very good personal development, encouraged well by the school. Relationships are outstanding and pupils are extremely considerate

	towards each other, and adults.
Attendance	Very good – well above national average.

## TEACHING AND LEARNING

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

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

Teaching is good overall and there is little difference between the key stages. In all lessons, teaching is satisfactory or better. In 88 per cent of lessons, teaching is good or better, and in 32 per cent it is very good and occasionally excellent. In English, mathematics and science, teaching is consistently good. The very best teaching is characterised by very good teacher knowledge which is shared very effectively with pupils, often enthusing pupils as it often enthuses teachers. High expectations, very good pace and variety of activities play an important part in encouraging pupils to work hard and help them achieve well. The needs of all pupils are addressed and those pupils with special educational needs are supported very well indeed by specialist teachers and learning support assistants. The highest attainers are provided for effectively, sometimes with more challenging work. However, on occasion, pupils do not have sufficient opportunities for independent learning, partly because access to the library is limited and the use of information technology is inconsistent.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, although opportunities for information technology across the curriculum are limited – due to shortage of computers.
Provision for pupils with special educational needs	Very good. Support provided by specialist teachers and support staff is outstanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall excellent spiritual, moral, social and cultural provision, with many opportunities for pupils to take on responsibilities and develop their spiritual awareness.
How well the school cares for its pupils	Very good overall, particularly in assessing pupils' progress, although reports do not provide a complete picture of what pupils know, understand or do within a subject.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership; clear direction for improvement and support for staff to develop either within their subjects, the school or personally.
How well the governors fulfil their responsibilities	Extremely well. Governors know the school well and put considerable effort into financial planning that is closely linked to development planning.
The school's evaluation of its performance	The headteacher, staff and governors are all fully involved in reviewing performance and evaluating improvements, although taking action, for example, on sharing good teaching practice and developing a strategy for sharing the school's targets with pupils at Key Stage 3, is a little underdeveloped. However, the school's development planning process and established priorities set a very secure foundation for performance



	management target setting.
The strategic use of resources	Very good use is made of buildings, resources and time. Governors and staff in school are very effectively involved in exploring best value options when planning expenditure.

The accommodation is insufficient to support the needs of the school; the library is too small, there are too few specialist rooms and the school fields do not drain properly after rain and remain unusable for some time.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents expressed pleasure at all aspects of the school's work, but, in particular, they praised the school because:</p> <ul style="list-style-type: none"> <li>• their children enjoy school;</li> <li>• the school sets high standards of work and behaviour;</li> <li>• teaching is good;</li> <li>• the school deals with problems very well;</li> <li>• the school is very well led and managed;</li> <li>• the range of activities outside of lessons offered by the school is high.</li> </ul>	<p>There were no significant areas identified by parents for improvement.</p>

The inspection team were in full agreement with parents on the strengths that they identified and that there were no significant areas for improvement.

## **PART B: COMMENTARY**

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

**Pupils achieve well at Key Stage 3 and very well at Key Stage 4. Attainment is well above average by the time pupils leave the school and very high compared with similar schools.**

1. Attainment on entry to the school is above average and, by the end of Key Stage 3, in Year 9 standards have risen to being well above average. Levels achieved overall in the end of Key Stage 3 National Curriculum tests in 2000 were well above average. In English, the proportion of pupils obtaining the average Level 5 or higher was very high compared with the national average, in mathematics it was well above average and, in science, it was above average. In English, mathematics and science the proportion of pupils obtaining Level 6 or higher was well above average and, compared with similar schools, results were well above average too. Results have improved since 1999 and continue the improving trend. In teachers' assessments in all other subjects, pupils exceed national expectations.
2. In the GCSE examinations in 2000, 71 per cent of pupils obtained five or more A\*-C grades. This was an improvement on the results from 1999 and continues the school's upwards trend. The proportion of pupils achieving five or more A\*-G grades dipped slightly to 97 per cent, but nevertheless maintained the school's continuing high standards. Standards were well above the national average and well above the average for similar schools. There are some variations between individual subjects, but overall standards remain at least above average.
3. Standards in English are well above average with pupils speaking and listening, reading and writing well. Their confidence to do well increases rapidly and, by Year 11, the great majority of pupils express their ideas about poetry and stories articulately. They use an increasingly wide range of materials as they move through the school, with obvious enjoyment and involvement, contributing significantly to their high levels of learning. Standards in mathematics are well above average. Pupils have good numeracy skills and make good progress in these as they move through the school. By the end of Key Stage 4, they calculate and carry out mathematical processes very well, for example, converting fractions to decimals and back again with ease and accuracy. Attainment in science is well above average; pupils have good investigation and practical skills and a wide range of planned opportunities mean that they achieve well in investigational science. Pupils' understanding and knowledge are good and they express these very well in both writing and speech. Pupils achieve well; they work hard with obvious enjoyment and receive great encouragement from their teachers in all subjects.
4. Pupils' literacy and numeracy skills are well developed and are used widely in all subjects. Pupils' skills with both literacy and numeracy have a significant impact on their achievements. Although pupils have sound information technology skills, they have not achieved so well in this area because the use of computers in all subjects is not well established. However, there is good practice in several subjects, most notably in science, where pairing of pupils ensures that all receive some planned experience with computers, either at school or at home.
5. Pupils with special educational needs make very good progress as a result of the very effective way in which teachers and learning assistants plan work and the sensitive way in which they provide individual support. The highest attainers make very good progress too. Pupils are taught in groups according to their prior attainment and work is suitably challenging. Teachers frequently provide extra work and guidance to challenge pupils further.

**The quality of teaching is good overall and one third of teaching is very good.**

6. Teaching is good throughout the school and it is never less than satisfactory. In 88 per cent of lessons there is good teaching and in 32 per cent it is very good and sometimes excellent.

7. In the core subjects, English, mathematics and science, teaching is consistently good and in English and science it is always good or better. In the best teaching, teachers' knowledge of their subjects is very good and this has a positive effect on the quality of pupils' learning. In a Year 9 lesson, for example, where the intention was to develop pupils' understanding of compounds, the teacher's questions and explanations were clear, searching and accurate and this helped pupils' understanding develop effectively. In addition, the difficulty of the questions and explanations was adjusted to provide challenge suited to the needs of individual pupils. The highest attainers are challenged well through the work provided for them. In English lessons, the pace of work and high expectation that pupils will join in discussions and contribute their own ideas, for example in work on war poets in Year 11, contributed effectively to the depth of knowledge and understanding pupils developed. In the very best lessons, teachers used a wide range of resources, encouraged pupils to read, discuss and find out for themselves and develop independent learning skills, although this is not consistent in all lessons.
8. Lessons are planned well with careful consideration for continuity of experience for pupils and consolidation of previous work. Teachers do not take it for granted that pupils will remember work covered earlier; they include opportunities in most lessons to recap on earlier work through discussion and questions and reinforce understanding and knowledge. Teachers manage pupils very well. Teachers maintain very good working relationships in lessons and this is a reflection of the excellent relationships throughout the school. The effect is for pupils to feel confident that they can discuss work and try out ideas in the knowledge that they will be listened to courteously and not overly criticised. This has a positive effect on learning.
9. The quality of day to day marking and assessment is generally good and teachers provide effective feedback to help pupils make further progress. Homework is set regularly and parents are kept well informed through homework planners about what is expected of their children. Homework is planned to consolidate and extend work done in class.

**The headteacher and senior staff, supported by all other staff, provide outstanding direction for the school to improve and continue to raise standards.**

10. The headteacher and senior staff work closely together. The vision for the school's development comes very much from the close, effective working relationships between senior and other staff, but the clear direction comes very much from the headteacher. The school development plan is well structured, reflecting considerable involvement by all staff, and has well-expressed priorities, with realistic costing, time-frames and criteria by which success can be measured. The initiatives of individual staff are recognised and valued and examined closely to see how they can be best used by the school. For example, the work led by one teacher on sharing good practice in various aspects of classroom teaching is being examined by the school to see how the initiative could be best used to serve the needs of the whole staff. At present, the headteacher and senior staff observe teaching and provide effective feedback to teachers.
11. The school analyses examination results and uses outcomes well to identify those pupils who have learning difficulties and those pupils who are underachieving at the higher and lower levels at Key Stage 3 and Key Stage 4 so that they can be given useful support. In addition, the information is used constructively to compare classes so that improvements can be made to teaching and lesson planning.

**Governors make a very significant contribution to the development of the school.**

12. The governing body serves the school well. Governors are well informed on the school's work and have the same vision as the headteacher and staff, to see the school continue to improve. Governors use their own experiences and contacts well to support the school, both with the Catholic diocese and, for example, in providing business acumen to aid the school in planning its budget. They visit the school regularly and have firm grasp of the principles of what a good education is and how they can best support and encourage it in the school. Governors are involved closely in the development

planning process, although they take advice from the staff and headteacher to assist them in making financial decisions. They are very effective in seeking to spend funds wisely and the school provides very good value for money.

**Pupils have excellent attitudes to work and all aspects of school life. The relationships between pupils and between pupils and adults are of the highest quality and there is considerable respect for the beliefs and feelings of others.**

13. Pupils have excellent attitudes to school. Their approach to work is outstanding. In all lessons they are enthusiastic, pay close attention to directions, explanations and questions of teachers. They answer questions readily and join in discussions. The work very well with each other. For example, in a Year 11 Spanish lesson where pupils were preparing for the GCSE mock examinations, pupils spoke and listened to each other carefully, often providing help and advice for each other. Throughout the school pupils respect each other and adults. Relationships are excellent and are evident in the good humour in lessons, the brisk pace of work and the trust teachers and pupils have for each other. The strong Catholic ethos permeates all aspects of the school.

**The provision for pupils with special educational needs is very good and the quality of support from specialist staff is outstanding.**

14. Teachers with responsibility for special educational needs are very sensitive to the needs of pupils with learning difficulties. In lessons, they manage pupils extremely well, through the excellent relationships they establish, but, most significantly, through the well planned work, geared to pupils' individual needs. In lessons led by special needs teachers, the quality of teaching is very good. Teachers provide challenging work, and support, guide and praise pupils, giving them a strong sense of achievement. The quality of feedback and help for pupils is outstanding. In lessons where support assistants work with individual pupils or small groups, there is a high level of collaboration between teacher and classroom assistant to structure work closely to the needs of pupils and to meet the objectives of the lesson.
15. The school's procedures for producing individual education plans (EPs) for pupils with special educational needs are very good. Subject teachers are involved effectively in producing IEPs so that work and support are geared to the overall planned outcomes of lessons. The review process for pupils with special educational needs is very good and relationships with families are excellent, so that parents are fully informed and involved. The coordinator manages the work of the special educational needs team very well.

**The provision for pupils' moral and social development is excellent.**

16. The school provides an excellent moral framework for pupils, based firmly on its Roman Catholic foundation. Teachers set an excellent example to pupils in the way they behave towards each other and towards pupils and this has a powerful impact on pupils. Ideas of right and wrong are clearly established and, throughout the school, there is a uniform view of what is and what is not acceptable behaviour. Although the school's mission statement is clear about the Christian nature of the school and education it provides, and there are very good school policies on behaviour and bullying, the atmosphere of the school is warm and friendly and there is no indication that "rules" have to be imposed.
17. The opportunities for social development are outstanding. There is a wide range of sporting activities, music, drama, subject linked activities and overseas visits. Many staff are involved in organising activities, often in conjunction with the pupils, so that the pupils' own sense of responsibility is encouraged. The extracurricular provision the school offers significantly enriches pupils' lives. There have been visits to Normandy, Greece, Italian cities and New York, for example. Music and drama performances have included 'Song of Creation' and 'A Midsummer Night's Dream'. 'Song of Creation' was performed in five cities, including the Royal Festival Hall in London. There are termly discos which the school has maintained as very successful events that pupils and teachers enjoy. Pupils

become involved in charity work and initiate their own collections and work to support charities and raise awareness of a social need.

### **Parents have extremely positive views of the school.**

18. Parents are very supportive of the school. The school draws pupils from a wide area, but there is considerable support by parents for the meetings and activities held in school. Apart from annual parents' meetings for teachers to report on the progress of pupils, the school also organises a wide range of meetings and presentations on educational and religious matters which are extremely well supported by parents. Parents recognise and value the efforts of the headteacher and staff and appreciate the great lengths the school goes to in order to involve them in their children's education, to elicit parental views and to respond positively to them where possible.
19. The Parents', Teachers' and Friends' Association works hard for the school. It organises many social activities, as well as raising funds to buy computers, overhead projectors and a minibus, for example. The association keeps parents well informed of its activities through regular newsletters and is very responsive to the needs of the school.

### **Relationships with partner institutions are outstanding.**

20. The network of links the school has with other schools and colleges is extremely wide and reflects well the school's philosophy of the importance of continuity in education from 5 to 19. The school has established excellent relationships with feeder primary schools so that there is a high level of collaboration over ensuring that the transition from primary to secondary school is smooth and reassuring. Teachers visit other schools and pupils from primary schools visit St Augustine's in preparation for transfer. Parents are fully informed and involved and express their appreciation of the efforts the school makes. The school's relationships with other denominational schools are equally outstanding and include opportunities for shared worship. Relationships with institutions to which pupils go on after St Augustine's are also strong; there are well established links with local sixth form colleges and further education establishments.

## **WHAT COULD BE IMPROVED**

### **Information technology is not consistently used across the curriculum.**

21. The quality of provision for information technology has improved since the last inspection. However, the school still has below the nationally recommended average and this limits usage by pupils. The use of information technology in lessons is not consistent to either consolidate pupils' skills with computers, or to enhance learning in other subjects. Access to available computers in school is limited due to high demand and there is restricted access in the library because it is used as a teaching area. Nevertheless, there is good practice in some subjects. For example, in science, teachers have developed a method to encourage pupils to pair with each other so that access to computers, either in school or at home, provides opportunities for pupils to carry out information technology tasks or to research material for science lessons.

### **Reports to parents do not give sufficient details of what pupils know, understand and do or provide targets for making further progress.**

22. Some reports do not give a clear picture of what pupils know, understand or can do within individual subjects. They always provide detailed information on how hard pupils work and their attitudes to school, but detail of progress in subjects is less evident. In addition, they do not provide targets for pupils to improve their work or raise their levels of attainment. Teachers often discuss these with pupils, but the targets are not consistently transmitted to parents.

**Opportunities for independent learning are limited; access to the library is limited because the library is used as a classroom and access to computers is limited.**

23. Opportunities for independent learning are limited. Insufficient computers and the irregular use of information technology, to access the Internet, for example, contribute to this. Access to the library is limited because it is a major teaching area; pupils cannot visit the library individually or as part of small groups, and whole classes are limited to how often they can use it. Under the circumstances teachers make the best use of available resources and opportunities, but there are limits as to what can be achieved.

**Individual pupil target setting at Key Stage 3 is underdeveloped.**

24. The school has a great deal of assessment information available and, at Key Stage 4, makes very good use of it to provide targets for pupils to help them achieve well in the GCSE examinations. This is successful and the school is justifiably proud of its success. At Key Stage 3, the same effective approaches are not so well developed. The school has questioned the value of putting pupils under unnecessary pressure by providing targets linked to National Curriculum levels and wishes to avoid this. However, it has not explored strategies to establish different methods of target setting, for example, setting achievable objectives that are linked to lesson and topic objectives within subjects.

**Good practice in teaching is not consistently shared among staff.**

25. There is much good teaching in the school but there are no established methods to share this good practice among all staff. There are instances of effective sharing of what works well, and comparison of examination results, that has led to changed teaching approaches in lessons, but these approaches are not well established. There is also valuable development work, initiated by one teacher in particular, where effective teaching methods are discussed regularly by interested teachers and where ways to improve teaching are explored. Within this group, effective teaching methods are shared well to its benefit. The management team has observed the great majority of teachers and fed back valuable advice to individuals. It has also canvassed teachers on the styles of teaching used and which they find most effective in promoting good learning. Nevertheless, effective teaching strategies, and how these can be developed, are not consistently shared so that all can benefit from them.

**Although accommodation has improved since the last inspection, it is still unsatisfactory.**

26. Since the last inspection there has been considerable new building and refurbishment of existing buildings. The school has benefited from this, for example, in science where improved laboratory space has provided increased opportunities for investigative and practical work. Many windows have been replaced with double glazed units, improving the heat retention of the building, and the office accommodation has been improved considerably. However, the school is used to full capacity and, even with the proposed new building, the library will be used for about 80 per cent of the time as a classroom. At present, a high proportion of lessons take place outside of specialist rooms and this has a negative effect on the experiences pupils receive – one that staff work hard to overcome. The dining area and serving hatches are too small for the numbers of pupils eating school lunch. The school fields regularly become waterlogged because the drainage system no longer works effectively.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (a) Improve access to information technology in all subjects by:
- developing strategies, based on existing good practice, to make better use of available resources;
  - exploring ways to acquire more computers. (21)
- (b) Ensure that reports to parents contain details of what pupils know, understand and can do and provide targets to guide pupils in making further progress. (22)
- (c) Increase opportunities for independent learning by:
- exploring ways to increase access to the library and to computers;
  - sharing good practice, identified in some subjects to overcome limited access to computers. (23)
- (d) Develop methods to provide appropriate individual targets for pupils in all subjects at Key Stage 3. (24)
- (e) Share good practice, identified in teaching, through expanding methods already used within the school. (25)
- (f) Explore ways to improve the accommodation further so that:
- teachers have permanent rooms so that they can organise their resources more effectively;
  - pupils are taught in rooms where subject resources are readily available. (26)

## 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	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	30	57	11	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
Number of pupils on the school's roll	1,013
Number of full-time pupils eligible for free school meals	89

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	27
Number of pupils on the school's special educational needs register	135

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.1
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	89	98	187

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	78	71	71
	Girls	91	82	74
	Total	169	153	145
Percentage of pupils at NC level 5 or above	School	90 (81)	82 (72)	78 (64)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	54 (44)	56 (45)	47 (31)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	70	67
	Girls	88	78	73
	Total	165	148	140
Percentage of pupils at NC level 5 or above	School	89 (83)	81 (73)	76 (69)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	53 (46)	62 (47)	46 (31)
	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	97	102	199

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	73	94	96
	Girls	68	99	102
	Total	141	193	198
Percentage of pupils achieving the standard specified	School	71 (68)	97 (100)	99 (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 per pupil	School	58.4 (49)
	National	38.7 (38.0)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	n/a
	National	n/a

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	1,008
Any other minority ethnic group	0

### ***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	35	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)	55.6
Number of pupils per qualified teacher	18.4

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	11
Total aggregate hours worked per week	288

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	80
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	25.5
Key Stage 4	22.4

### ***Financial information***

Financial year	1999/2000
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	£
Total income	2,112,154
Total expenditure	2,141,442
Expenditure per pupil	2,203
Balance brought forward from previous year	24,509
Balance carried forward to next year	-4,779

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1013
Number of questionnaires returned	718

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	5	1	1
My child is making good progress in school.	48	41	3	0	8
Behaviour in the school is good.	57	37	1	0	4
My child gets the right amount of work to do at home.	40	46	8	1	4
The teaching is good.	59	35	1	0	4
I am kept well informed about how my child is getting on.	48	36	7	1	9
I would feel comfortable about approaching the school with questions or a problem.	69	28	1	1	1
The school expects my child to work hard and achieve his or her best.	78	20	1	0	1
The school works closely with parents.	57	32	5	1	5
The school is well led and managed.	73	23	1	0	3
The school is helping my child become mature and responsible.	62	31	2	0	5
The school provides an interesting range of activities outside lessons.	61	30	3	1	5

At the meeting with the registered inspector held for parents before the inspection, parents expressed overwhelming support for the school.