

INSPECTION REPORT

CENTRAL FOUNDATION GIRLS' SCHOOL

London

LEA area: Tower Hamlets

Unique reference number:100975

Headteacher: Miss P Hull

Reporting inspector: Romy Markham
1387

Dates of inspection: 26-28 September 2000

Inspection number: 223959

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 controlled
Age range of pupils:	11-19
Gender of pupils:	Girls
School address:	Harley Grove Bow London
Postcode:	E3 2AT
Telephone number:	020 8981 1131
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Appropriate authority:	The governing body
Name of chair of governors:	Dr K D Sales
Date of previous inspection:	17 October 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Central Foundation is a multicultural comprehensive school for girls in Tower Hamlets with 1415 pupils on roll. It serves an area of very high economic deprivation and more than 75 per cent of pupils are eligible for free school meals. Although the proportion of pupils on the register of special educational needs is broadly average, the school faces additional challenges because a very high proportion of pupils do not have English as their home language, with 10 per cent in the early stages of learning English. The school has grown from six to eight forms of entry since the last inspection; it is over subscribed and the numbers in the sixth form have grown from 142 to 280. Overall, the attainment of the intake is well below average, and until 1999, very few pupils entered with average or above average attainment. The school operates from two sites, about ten minutes walk apart, off Bow Road.

HOW GOOD THE SCHOOL IS

Central Foundation is a sound and improving school. Standards in GCSE examinations are close to national averages, a significant achievement in the light of the attainment of the intake. The school is managed satisfactorily, although there are considerable variations in the quality of leadership across subject departments. There is good teaching in many departments but also areas of weakness, particularly in science. The senior staff have identified the weaknesses and are taking the right action to improve them. The headteacher and governors monitor rigorously and apply best value principles in all that they do. Overall, the school provides satisfactory value for money.

What the school does well

- Standards overall are rising and GCSE examination results in 1999 were close to national averages.
- The headteacher, deputies and key members of the governing body have a clear agenda for improvement and this has an impact on the school's standards.
- The school provides good teaching in English and literacy.
- There is good provision for learning support, which leads to good achievement of the pupils involved.
- The school has established a good learning environment where pupils feel secure, work well together and respect the diversity of backgrounds and views.
- There are strong pastoral teams and well-developed procedures to monitor pupils' academic and personal development.

What could be improved

- There is too much unsatisfactory teaching, particularly in Key Stage 4, in the sixth form and in science throughout the school.
- Management of science is poor and not all other middle managers comply with school policies and procedures.
- Sixth form arrangements lack rigour and there are some inequalities of provision.
- Provision for modern foreign languages is unsatisfactory and the school does not meet statutory requirements for religious education in the sixth form, physical education in Key Stage 4, Information technology (IT) across the curriculum and collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Central Foundation has made sound progress overall since the inspection in October 1994. There have been good improvements in examination results overall, although this masks considerable variation in standards between subjects and key stages. There have been good improvements in English and the development of literacy. The governors, headteacher and senior staff continue to provide good leadership and many departments monitor teaching and learning, use assessment data and share expertise better. These improvements are not evident in science and modern foreign languages, and although teaching has improved overall, science teaching is unsatisfactory. The curriculum has improved, particularly in the use of national and local initiatives but weaknesses remain in sixth form provision, modern foreign languages, provision for outdoor games, cross curricular IT and collective worship. Heads of year

(pastoral managers) have developed wide-ranging programmes for pupils' personal development but some pupils are still underachieving because they themselves have low expectations of what they can do.

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
	1997	1998	1999	1999
GCSE examinations	D	D	C	A*
A-levels/AS-levels	E*	E	E	

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Examination results at the end of Key Stage 4 have improved in recent years. Results in 1999 were close to the national averages for the average point scores and for pupils achieving five or more GCSE examinations at grades A*-C. These results are in the top five per cent nationally when compared to the results of pupils in similar schools. There were particular strengths in results in English, design and technology and art. Results in the year 2000 were below national averages, but are subject to appeal and not yet verified. The school has set challenging targets for 2001, to match national averages. National test results at the end of Key Stage 3 are also improving; in 1999 although results were below average compared with national figures, they were in the top 5 per cent nationally for similar schools. This trend of improvement continues in the sixth form where well below average results in 1999 were significantly improved in 2000, although not yet verified. In work seen during the inspection, standards overall were below expectations but there are considerable variations between subjects. Although pupils are achieving at least as well as they should be in English, mathematics, the humanities, drama and music, there are significant weaknesses and underachievement in science and IT across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes to school and to each other.
Behaviour, in and out of classrooms	Good overall and very good in lessons. Occasional instances of unsatisfactory behaviour when older pupils are moving between sites.
Personal development and relationships	Pupils develop good relationships with each other and with adults. They work well with each other, respect a variety of views and are tolerant of diversity.
Attendance	Attendance is satisfactory and improving.

Punctuality to lessons is satisfactory at Harley Grove but not consistently so at College Terrace where some sixth form pupils do not appear on time for lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Satisfactory	Unsatisfactory	Unsatisfactory

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.

In lessons seen during the inspection, teaching was satisfactory or better in 85 per cent of lessons, of which 25 per cent were good and 21 per cent were very good or excellent. At Key Stage 3, 90 per cent of lessons were satisfactory or better, compared with 78 per cent at Key Stage 4 and 83 per cent in the sixth form. Teaching was good in English and sound in mathematics but in science, teaching was unsatisfactory at Key Stage 3 and very variable, from very good to unsatisfactory at Key Stage 4. IT is not used well enough in teaching and learning across the curriculum.

Teachers make good provision for pupils to develop their language skills, in English lessons and across the curriculum. This ensures that the school meets the needs of the large numbers of pupils for whom English is an additional language. Provision for numeracy is in the early stages of development, but teachers of mathematics are giving additional emphasis to mental mathematics.

Pupils are attentive in most lessons, keen and willing to persevere. A few are rather passive and do not evaluate their work. The pupils learn well where there is sound or good teaching but they do not make enough progress where teaching is unsatisfactory, as in science. The good teaching makes sure that lessons are well planned to cater for the spread of ability, that there are lively teaching methods that engage pupils' interest and time is used to good effect so that learning time is maximised. Where teaching is unsatisfactory, there are low expectations, a slow pace and over reliance on texts. In these lessons, the pupils are not challenged, nor encouraged to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	More strengths than weaknesses, but the curriculum is unsatisfactory because some statutory requirements are not met.
Provision for pupils with special educational needs	Very good provision with regular assessments, individual learning plans, intensive support and good teamworking between support staff and teachers.
Provision for pupils with English as an additional language	Very good provision; well-trained and experienced staff, regular assessments and clearly organised programmes of language support across the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and some aspects are very good. Support for pupils' personal development is a particular strength. Programme of personal and social education is well organised.
How well the school cares for its pupils	Procedures to ensure the safety and welfare of pupils are good. Staff in the strong pastoral teams ensure both achievements and concerns are recognised and responded to. Senior staff provide clear guidance and support.

The academic curriculum has particular strengths in the breadth of provision in Key Stage 3 and the provision for lower attainers. There is a well-organised careers programme. The school responds readily to local and national initiatives, for example providing a range of alternative accreditation in Key Stage 4.

There are curriculum weaknesses in the sixth form, in ensuring progression in modern foreign language skills and because not all departments are complying with school policies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. There are strong pastoral teams and some curriculum management of very high quality, for example in English, the humanities and drama. The headteacher and deputies provide good leadership but there are weaknesses in some other managers in the school.
How well the governors fulfil their responsibilities	Well. Governors are knowledgeable, well organised and have a clear sense of purpose.
The school's evaluation of its performance	There are good procedures for evaluating the work of the school but judgements have not yet been fully acted upon to bring about consistent improvements. Overall, therefore, satisfactory.
The strategic use of resources	Very good financial control ensures best use of resources. Planned and actual expenditure is scrutinised rigorously to ensure best value.

The headteacher and senior staff have created an ethos where young women from a variety of backgrounds feel secure, enjoy the challenges of school, grow in confidence and are well prepared for the next stage of their education.

There are, however, weaknesses that are having a significant effect on the overall performance of the school. Some departments are not using assessment data effectively, and there is a lack of rigour in systematic monitoring of teaching and learning in science and modern foreign languages. In the sixth form, there is a lack of rigour in daily routines.

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 pupils to work hard and they make good progress the school helps pupils to become mature and responsive young adults the school is well managed and teaching is good the girls like coming to school 	<ul style="list-style-type: none"> information about interesting activities outside lessons outdoor facilities less movement between sites.

The inspection team agrees with almost all the positive views. However, some curriculum managers are not effective. At the meeting with the Registered Inspector, parents were strongly of the view that teaching was good. The inspection team however, found that teaching is satisfactory in Key Stage 3 but not in Key Stage 4 or the sixth form. The team also agrees with the negative views but recognises that the school can do little to improve provision for physical education outdoors. Although the school has had improved accommodation on one site, older pupils still need to travel to specialist rooms between sites.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards overall are rising and GCSE examination results in 1999 were close to national averages.

- 1 Standards of attainment are improving in Key Stages 3 and 4 and assessment information shows that the school is adding value. Pupils entered the school with standards that were well below those expected for their ages, yet examination results for 16 year olds are now close to the national average.
- 2 At the end of Key Stage 3 in 1999, although results overall were below national averages, and well below the average for girls, they were in the top 5 per cent when compared with those of pupils in similar schools. Results in GCSE examinations at the end of Key Stage 4 in 1999 have doubled since 1994/5 for the proportion of pupils gaining five or more higher grades (A*-C) and they have improved by over 20 per cent for those achieving five or more pass grades (A*-G). The average point scores have improved by ten points and now match the national average point score. This trend is above the national trend of improvement. When these results are compared with those of pupils in similar schools, pupils' performance was in the top five per cent for the average point score and for the progress made from their tests at the end of Key Stage 3 in 1997.

The headteacher, deputies and key members of the governing body have a clear agenda for improvement and this has an impact on the school's standards.

- 3 The headteacher provides good leadership and management. Experienced and capable deputies ably support her. Together they form an effective leadership team and give clear direction for the school. There is a shared vision of how the school can improve and a determination to put the targets of the development plan into action. A key feature of the team is how they consult and learn from others and bring the best practice into the school. In recent years, senior staff have used an effective combination of staff working groups, inservice training and pilot projects to enhance teaching and learning in English and literacy and there has been a significant improvement in standards.
- 4 The senior management team is well supported by members of the governing body. They are knowledgeable and experienced with a good understanding of the strengths and weaknesses of the school. They undertake regular and careful scrutiny of all aspects of the work of the school with a clear focus on outcomes. They are well organised and they use the committee structures very effectively to keep up to date on school developments. They request reviews of subjects or departments that do not seem to be performing well and they provide high expectations of what teachers and pupils should be achieving. The school has budgeted prudently and benefited by the increased numbers on roll so that there is a significant carry forward of funds. There is rigorous management of school resources and all expenditure is reviewed for the impact it will have on attainment. For example, resources for language support are deployed very effectively and this is helping to improve pupils' achievement.
- 5 The headteacher and senior managers have implemented a series of systems and structures to improve teaching and learning and these have been key instruments in improving standards of attainment. There is clear line management from the senior management team and staff have very clearly expressed job descriptions. Senior staff have worked hard to improve weaknesses in some teaching and middle management by a combination of support, target setting and monitoring. The school has developed and implemented effective monitoring systems for pupil attainment and personal development. Senior staff have made very good use of local and national initiatives to bring additional funding into the school and to enable staff to develop new programmes of study. For example, the school has participated in summer literacy schools for

three years and teachers are piloting the literacy strategy in Key Stage 3. Good use is made of the Excellence in Cities funding and charitable trusts to provide enhanced programmes and broaden the curriculum, thereby extending the range of opportunities open to pupils.

The school provides good teaching in English and literacy.

- 6 Teaching in English is good and this enables pupils to learn well and to improve their understanding and use of accurate English. Teachers know their subject very well and they provide work that is planned very effectively to match the ages and attainment of pupils. They use lively teaching methods and generate enthusiasm, which helps pupils to make good progress. Teachers have high expectations that pupils will show good behaviour, work hard and make intellectual effort. A particular strength of teaching is in the regular detailed marking of work, which sets targets and identifies strengths. This helps pupils to gain a good knowledge of their own learning, particularly in Key Stage 4. Teaching of very high quality was seen at both key stages. In Year 9, a teacher's excellent planning led pupils enthusiastically through a series of stepped exercises on imagery. The combination of whole class, individual and paired text analysis with a relentless pace and high expectations led to high quality work by pupils. In Year 11, pupils showed above average speaking and listening skills when discussing 'deception' in response to very careful planning by their teacher. In this lesson, the teacher developed the pupils' thinking very well by using briefing sheets and critically effective interventions.
- 7 This good teaching in English is underpinned by very strong teamwork and sharing good practice. Despite the two vacancies in the department, one being the head of department, teachers work well together and are covering all the management roles well. There is clearly an impact of previous good leadership in the department and good systems and strategies to promote teaching and learning. Teachers are keen to introduce new initiatives, they are taking the lead in promoting literacy across the curriculum and they are buying and producing very good resources for developing language knowledge and understanding. There is very good liaison with the learning support department; teachers have a good understanding of the learning needs of pupils whose first language is not English and they help them to make good progress. This corporate approach to managing teaching and learning has been well supported by members of the senior management team and this is contributing to the improvements in standards across the department.
- 8 Teachers in other subjects are developing effective systems to promote literacy, building on the strong foundations laid in the English department. There is a clear statement about the primacy of literacy skills in the staff handbook and all teachers are expected to contribute to the development of these skills. Strategies to promote literacy were seen to be very effective in history, geography and religious education. In these lessons, there are many opportunities for pupils to read, they are introduced to new language and encouraged to use it, in writing and in speaking to each other and the whole class. Teachers develop a classroom environment where pupils feel comfortable in trying something new and this encourages them to make good progress.

There is good provision for learning support, which leads to good achievement of the pupils involved.

- 9 The school has set up very clear systems and structures to provide additional support for pupils in their learning. This carefully distinguishes between language needs and specific learning needs, within the overall system of learning support. The school makes good use of its own funds and external grants, to provide additional staffing with specialist language expertise to support pupils with behavioural or learning difficulties. These staff are well managed and they have very clear roles and responsibilities. Teachers and support staff plan work together and senior staff have started to monitor the impact of support work and identify training needs.
- 10 The school has effective systems to identify pupils who need additional support and to track their progress over time. The school builds on information supplied when pupils start at the school by monitoring progress each half term and evaluating progress every year. Support staff

are allocated to lessons where there is the highest need, specialist staff work with small withdrawal groups for a short time and in Key Stage 4, pupils can take a reduced number of examination courses and have additional language or learning support. Teachers have introduced alternative accreditation such as Certificates of Achievement. The effectiveness of learning support is seen in the increasing numbers of pupils achieving well and moving into the sixth form.

The school has established a good learning environment where pupils feel secure, work well together and respect the diversity of backgrounds and views.

- 11 The school is successful in meeting its aim of 'providing a caring and disciplined environment, in which each member of the school's community may develop self-esteem and learn at the same time to understand, appreciate and respect the worth and value of others'. In lessons, there is a clear focus on valuing the breadth of traditions and customs represented in the school. Teachers and other adults are good role models and work hard to ensure that respect and tolerance are integral to all that they do. Pupils listen to their teachers and to each other with interest. Teachers ensure that all contributions to discussion are recognised and valued and pupils develop self-confidence in expressing themselves and trying something new. This is particularly effective in helping pupils for whom English is not their first language. In the best lessons, teachers ensure that pupils work in a variety of groupings so that they can share ideas and experiences and broaden their understanding.
- 12 The school provides good opportunities for pupils' personal development through a structured programme of personal and social education, by participation in music, dance and drama and by the opportunities provided through enrichment classes, participation in Education Business Partnership opportunities and extra curricular activities or by acting as form or year representatives. All these provide good opportunities for pupils to develop good working relationships, take responsibility for themselves and others and learn the benefits and responsibilities of adult life. The resulting good personal development, and the fact that pupils feel properly secure in school, crucially underpins the progress that they make and the significant improvements in standards.

There are strong pastoral teams and well-developed procedures to monitor pupils' academic and personal development.

- 13 There are highly effective pastoral teams of heads of year and their assistants, reporting to senior teachers and a deputy headteacher. They manage teams of tutors and develop good liaison with external support workers and home school liaison staff. They work effectively with heads of department to ensure a consistency of approach to academic and pastoral issues. There are good arrangements for recording and exchanging information. This network of support ensures that all pupils are well known and there is detailed information about their attainment and progress. Senior staff have collected and collated aggregated information about pupils' attainment on entry and as they move through the school. They are able to identify targets for examination success in future years.
- 14 Pastoral teams deliver the PRAISE programme, which is a very good series of activities designed to support pupils and encourage them to become independent learners. Pupils and their parents speak highly of these activities and the opportunities they provide for pupils to be better prepared for their futures. Activities are well structured and include preparation of the National Record of Achievement, work experience, careers education, individual action planning, monitoring of achievement and effort and the development of cross curricular skills.
- 15 In addition to PRAISE, the school organises regular opportunities for teachers to identify the effort that pupils are making, through the MAXUS scheme. On pre-determined dates, teachers grade each pupil (Merit, Absent, Xcause of concern, Unsatisfactory, Satisfactory). This is a quick but highly effective system of identifying successes and where pupils need to be monitored more closely. All parents are given standardised feedback on MAXUS information and those attending the pre inspection meeting spoke highly of it. Parents value the regular

information in an easy to understand format and pupils know how they are achieving and what they have to do to improve.

WHAT COULD BE IMPROVED

There is too much unsatisfactory teaching, particularly in Key Stage 4 and in the sixth form and in science throughout the school.

- 16 Teaching was unsatisfactory in 15 per cent of the lessons seen in the inspection. In Key Stage 3, teaching was satisfactory or better in 90 per cent of lessons but it was only 78 per cent in Key Stage 4 and 83 per cent in the sixth form. Most unsatisfactory lessons were in science and were in all key stages. This short inspection necessarily involves only a sample of teaching rather than seeing all members of staff and focuses on areas of strength and weakness, particularly in the core subjects of English, mathematics and science.
- 17 Teaching in science is a major weakness of the school. Teaching was unsatisfactory in four of the eleven lessons seen. There were low expectations, a slow pace, unsatisfactory planning and a lack of challenge. Teachers rely too much on textbooks and worksheets and do not engage effectively with pupils to instruct, explain or question. In a Year 9 lesson, the teacher spent much time reiterating investigation techniques that they already knew and confused them by changing from one topic to another. By the end of the lesson, pupils had not made the learning that they should have achieved. There were similar weaknesses in lessons in Year 11 where planning lacked challenge and the teacher failed to engage the pupils in interesting activities. Teaching in a Year 13 biology lesson was ill prepared and casual. There was no challenge or rigour and despite good attitudes by the students, learning was unsatisfactory because of this weak teaching.
- 18 Where teaching was unsatisfactory in other lessons, teachers set work that was too easy for pupils. This was seen in an art lesson where teaching did not offer them any challenge and the lesson had not been planned in short achievable steps. In consequence, pupils went through a low level collage activity of considerable length without intervention, discussion or development of ideas and their products were clearly below what might have been expected. The pace was slow and the teacher did not make best use of the time available. In other subjects there were weaknesses in teacher's knowledge and a failure to use assessment information effectively to set challenging targets.

Management of science is poor and not all middle managers comply with school policies and procedures.

- 19 The curriculum manager for science provides poor leadership. Responsibilities have been delegated to key stage managers but no action taken to ensure that these are carried out effectively. In consequence there is a lack of monitoring of pupil progress in the department, there is little or no use of assessment information to set targets and teachers do not use the modular tests that are available to identify underachievement. Teachers have a poor knowledge and understanding of the information provided by the Qualifications and Curriculum Authority on added value. There is no monitoring of the quality of teaching in Key Stage 3. The test results in science at the end of Key Stage 3 in 2000 dropped by 13 per cent overall and showed significant weaknesses in two classes, despite being mixed ability. The curriculum manager has not tackled the weaknesses in teaching and the department is not being guided by an effective development plan to ensure improvements in standards.
- 20 Senior staff have recognised the weaknesses in science and have appointed additional specialist staff to improve teaching expertise. This has not yet provided any evidence of improvement. A deputy headteacher is monitoring overall performance and providing support as required by nationally agreed procedures.
- 21 In some other subjects, curriculum managers are not implementing the full range of school policies and procedures and this inconsistency is preventing pupils from making the best

possible achievement. There is a limited response to the literacy policy in design and technology, business education and art. There is no monitoring of teaching in modern foreign languages by the curriculum manager, which means there is no routine information about best practice and training needs and weaknesses are not identified. The governing body and senior management team have identified the weaknesses in modern foreign languages. Provision is being reviewed and there are clear targets for improvement.

Sixth form arrangements lack rigour and there are some inequalities of provision.

- 22 The school has been successful in promoting sixth form provision and numbers have doubled since the last inspection. There is an informal, friendly environment at the College Terrace site but this is at the expense of high expectations of how pupils and students will approach their work. There is too much unpunctuality. Teachers do not routinely demand a prompt start to lessons, and in lessons seen in science and business education, teachers were ill prepared for the lesson. This casual attitude is affecting the standards that students set themselves and leads to underachievement.
- 23 The curriculum in the sixth form is unsatisfactory because it does not meet statutory requirements and it does not provide equality of opportunity for all students. Those following A-level courses have a limited opportunity for work experience or general studies courses, unlike students following other courses. A-level lessons are scheduled during general studies courses to match the LEA consortium sixth form schedule. The school makes a considerable investment in modern foreign languages lower down the school but there are no European language options in the sixth form and no students have chosen to follow courses in Bengali.
- 24 The senior management team review sixth form provision and administrative arrangements regularly but there are inbuilt difficulties in monitoring because the school operates on two sites. They have recognised the weaknesses in punctuality and expectations and are planning changes in the next year.

Provision for modern foreign languages is unsatisfactory and the school does not meet statutory requirements for religious education in the sixth form, physical education in Key Stage 4, IT across the curriculum and collective worship.

- 25 Curricular arrangements for modern foreign languages are unsatisfactory. The school provides teaching in four languages but provides little choice for pupils because they are allocated which language they will study when they enter the school. Pupils in Year 9 choose an additional language but none follow two languages in Key Stage 4. The department does not have an effective staffing structure to ensure best value in the number and experience of teachers. Not all of the language staff teach two languages. This considerable investment in language diversity is not producing high achievement, except in Bengali. The curriculum manager for languages does not monitor teaching and there is no monitoring of pupil progress across languages. The governors and senior management team have identified these weaknesses and are reviewing provision to ensure best value.
- 26 The school continues to fail to meet statutory requirements for the provision of collective worship, as it did in the previous inspection. Senior staff review provision regularly but the school has limited accommodation and staff have exercised their right not to lead collective worship. Pupils do attend regular assemblies, which make a good contribution to their personal and spiritual development, but they are not daily. The school does not have enough large accommodation for all pupils to meet together. Teachers do not provide opportunities for collective worship in daily tutorial sessions. The sixth form curriculum does not include religious education for all pupils, as it should. This is a weakness from the last inspection report. Although there are some lessons in 'ethics', this does not fulfil the statutory requirements for religious education.
- 27 The school does not provide enough teaching and use of IT across the curriculum to meet statutory requirements. The school is following an IT development plan agreed with the local

education authority for the implementation of the National Grid for Learning. This plan concentrated for two years on discrete IT lessons and this has been well implemented in the school. However, pupils do not have the opportunity to use and further develop their IT skills across other subjects of the curriculum, as they should. Although the school has invested heavily in equipment, has good facilities and a booking system for their use, departments have not yet integrated IT fully into their schemes of work. The school is not yet ensuring that all pupils make appropriate progress in developing the use of IT in other subjects, nor tracking their IT skills.

- 28 The school does not have the accommodation or resources to provide physical education for all pupils. There are no outdoor facilities and limited gymnasium space. Pupils in Key Stage 4 have physical education lessons only if they are following an examination course. Pupils in Key Stage 3 have outdoor games only when off site facilities are used. The school contacts the local education authority regularly about the deficiencies in provision and there are on-going discussions about alternative ways in which the site could be developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 In order to maintain and develop further the standards of attainment and achievement, the governors, headteacher and senior staff should:

- (1) Improve the quality of teaching by;
 - a rigorous programme of lesson observation and feedback at whole school and departmental level;*
 - identifying training needs and the programmes to meet them;*
 - increasing the opportunities to share good teaching strategies*.(paragraphs 19, 21)
- (2) Ensure that all departments are managed effectively and in full compliance with all school policies and procedures by;
 - Continuing to monitor and offer support where it is effective in bringing about improvements;
 - Ensuring that departmental development plans tackle weaknesses vigorously;
 - Using the full range of procedures available to tackle non compliance(paragraphs 5,19,20,21)
- (3) Improve sixth form provision by;
 - Meeting all statutory requirements;
 - Ensuring equality of opportunity in courses available to students;
 - Ensuring that the consistently high expectations of attendance and punctuality across the school are maintained in the sixth form.(paragraphs 22,23,24)
- (4) Improve the provision for modern foreign languages by:
 - Changing the curriculum to get a more appropriate balance between diversity and the opportunity for progression and skill development;
 - Ensuring that the experience and number of teachers matches the needs of pupils and the curriculum offered;
 - Reviewing the cost effectiveness of provision and ensure that best value is met;
 - Producing a development plan for ensuring continuity of foreign language provision into the sixth form.(paragraph 25)
- (5) Ensure that statutory requirements are met by:
 - Ensuring that the use of IT is written into all schemes of work and monitoring their implementation;*
 - Continuing to press the local education authority for improvements to facilities for physical education.
 - Continuing to consider alternative strategies to provide a daily act of collective worship.(paragraphs 27,28)

Items marked * are included in the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.3	18.3	25	38.3	15	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

	Y7-11	Sixth form
Number of pupils on the school's roll	1145	270
Number of full-time pupils eligible for free school meals	1004	

Special educational needs

	Y7-11	Sixth form
Number of pupils with statements of special educational needs	32	5
Number of pupils on the school's special educational needs register	207	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1147

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	67

Attendance

Authorised absence

	%
School data	6.1
National comparative data	7.9

Unauthorised absence

	%
School data	2.2
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
	1999	0	192	192

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	109	92	84
	Total	109	92	84
Percentage of pupils at NC level 5 or above	School	58(47)	49 (22)	44 (25)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	12 (15)	23 (4)	17 (6)
	National	28 (35)	38 (36)	23 (27)\

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	115	98	88
	Total	115	98	88
Percentage of pupils at NC level 5 or above	School	60 (41)	52(25)	47(26)
	National	64 (61)	64(64)	60 (61)
Percentage of pupils at NC level 6 or above	School	25(15)	24(7)	23(7)
	National	31(30)	37(37)	28(30)

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
	1999	0	194	194

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	0	0	0
	Girls	81	171	182
	Total	81	171	182
Percentage of pupils achieving the standard specified	School	42(31)	88 (85)	94(94)
	National	46.3(44.6)	90.8 (89.8)	95.7(93.4)

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

GCSE results	GCSE point score
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Average point score per pupil	School	38 (32.1)
	National	38 (36.8)

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
	1999	0	32	32

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	0	9.1	9.1 (6.4)	0	3.5	3.5 (1.3)
National	17.7	18.1	17.9 (17.8)	2.7	2.8	2.8 (3)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	40
Black – African heritage	86
Black – other	26
Indian	34
Pakistani	17
Bangladeshi	895
Chinese	9
White	268
Any other minority ethnic group	40

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	
Black – African heritage	1	
Black – other	1	
Indian	0	
Pakistani	0	
Bangladeshi	5	
Chinese	0	
White	7	
Other minority ethnic groups	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: Y11-13

Total number of qualified teachers (FTE)	85
Number of pupils per qualified teacher	19

FTE means full-time equivalent.

Education support staff: Y11-Y[13

Total number of education support staff	19
Total aggregate hours worked per week	460

Financial information

Financial year	1999-2000
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	£
Total income	3910550
Total expenditure	3677890
Expenditure per pupil	2814

Deployment of teachers: Y11-Y13

Percentage of time teachers spend in contact with classes	0.74
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Average teaching group size: Y7 – Y11

Key Stage 3	24.9
Key Stage 4	20.5

Balance brought forward from previous year	196067
Balance carried forward to next year	428727

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1307
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	0	5	1
My child is making good progress in school.	39	44	5	2	11
Behaviour in the school is good.	44	40	8	0	8
My child gets the right amount of work to do at home.	48	37	5	5	6
The teaching is good.	38	45	1	3	12
I am kept well informed about how my child is getting on.	36	44	6	4	11
I would feel comfortable about approaching the school with questions or a problem.	49	35	6	2	8
The school expects my child to work hard and achieve his or her best.	69	26	1	2	2
The school works closely with parents.	36	36	15	3	9
The school is well led and managed.	42	40	0	2	15
The school is helping my child become mature and responsible.	42	42	3	2	10
The school provides an interesting range of activities outside lessons.	24	30	14	7	24

Other issues raised by parents

Several parents commented that their daughter had only been at the school for one week and so they felt they did not know enough to comment.