

## **INSPECTION REPORT**

### **LINCOLN CHRIST'S HOSPITAL SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number:120704

Headteacher: Mr David Cox

Reporting inspector: Sue Kearney  
18006

Dates of inspection: 9 –12 October 2000

Inspection number: 223962

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:	11-18
Gender of pupils:	Mixed
School address:	Wragby Rd Lincoln
Postcode:	LN2 4PN
Telephone number:	01522 881144
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N J Camamile
Date of previous inspection:	16 October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Lincoln Christ's Hospital School is a large voluntary aided comprehensive school for girls and boys aged 11-18. It is located in the north of the city of Lincoln and has 1202 pupils on roll, including 181 in the sixth form. It serves pupils from both rural and urban areas that have widely varying economic and social characteristics, with areas of deprivation in north Lincoln. There are nearly 19 per cent of pupils eligible for free school meals, which is broadly average. The proportion of pupils on the register of special educational needs, and of those with statements, is above average. The school has fewer pupils than at the last inspection. Numbers in the sixth form have fallen since the last inspection because of increased provision in the locality, resulting in some pupils now remaining in schools which have recently established their own sixth forms. There are very few pupils from ethnic minority groups. The attainments of pupils in both literacy and numeracy when they enter the school are below the national average, although standards are improving year on year.

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

Lincoln Christ's Hospital School is a sound and improving school. Standards in GCSE examinations are above national averages and in the Sixth Form are well above. This represents good progress as pupils enter the school with standards that are below average. The school is managed satisfactorily, although there are some areas for improvement. There is good teaching in all departments but also some areas of weakness, particularly in English, mathematics and science. The headteacher and governors have a shared vision for the school and financial control is good. Overall, the school provides satisfactory value for money when factors such as the pupils' progress are considered alongside the cost per pupil, which is well above average. The school provides good value for money in the Sixth Form.

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

- Standards are rising and GCSE examination results in 1999 were above the national averages. Examination results in the Sixth Form are well above average. This represents good progress overall based on the pupils' attainments when they enter the school.
- There are strong pastoral teams and the personal development of pupils is well supported. Pupils generally feel secure and this enhances their learning.
- Behaviour in and around the school is good and most pupils have good attitudes to their work. This provides a strong foundation to their work in lessons.
- Provision in the Sixth Form is good and greatly valued by pupils and parents.
- The curriculum is considerably enriched through some distinctive features, a wide range of extra-curricular activities and the school's strong international links and dimensions.

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

- Pupils have insufficient opportunities to use computers to develop their information and communication technology (ICT) skills.
- Although sound, standards in the core subjects of English, mathematics and science are below those found in many other National Curriculum subjects, particularly at Key Stage 3.
- Better use could be made of information that is available about pupils' attainment, teaching and other aspects of school performance. This means that the school's analysis of how well it is doing is not always rigorous enough.

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

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

Lincoln Christ's Hospital School has made sound progress since the inspection in October 1995. Examination results in GCSE have improved at a rate that is greater than the national trend, although this does mask some weaknesses in some subjects. Standards in the Sixth Form have been consistently well above average. However, standards in English, mathematics and science are below those of some other subjects at Key Stage 4. The pattern of results in these three subjects at the end of

Key Stage 3, over the last four years, is below the national trend for improvement although they have improved in 2000. There has been uneven improvement in tackling some of the issues identified at the previous inspection. The school provides regular assemblies for pupils, many of them of high quality, but says it is unable to meet fully statutory requirements for collective worship. Despite much effort and a steadily improving position, attendance remains below the national average. Statutory requirements for teaching ICT are still not met.

## 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	B	B	B
A-levels/AS-levels	A	A	A	

**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 above those nationally. Results in 1999 were above the national average for the average point scores and in line with the national average for pupils achieving five or more GCSE examinations at grades A\*-C. This is also the case when compared to the results of pupils in similar schools. In the 1999 examinations, the last year for which detailed national comparison is possible, the proportion of grades A\*-C is significantly above average in Spanish, music and art. It is below average in science, French, mathematics, business studies and sociology. In all other subjects, it is broadly average. When the pattern of individual pupils' results is analysed, pupils tend to do significantly better in chemistry, design and technology, modern languages, English literature, humanities, music, physical education and physics than in the other subjects that they took. However they performed significantly less well in English, mathematics, science, sociology and business studies.

Results across English, mathematics and science, in national tests at the end of Key Stage 3 in 1999, are also below the national average. Pupils did better in mathematics than in English and science. The average points scores of pupils in English between 1996 and 1999 is well below the national average, whilst those in mathematics and science are broadly average. The performance of girls over this period of time is below the national average. The trend in the school's average point score for all core subjects is below the national trend. When the 1999 results are compared with similar schools, pupils' performance in English and science is well below average while in mathematics it is close to average. The school, however, has taken effective action to improve the core subjects in Key Stage 3. The proportion of pupils awarded level 5 and above in 2000 is higher than in 1999 by a significant amount. The proportion awarded level 6 and above is similar to 1999. Boys continue to perform significantly better than girls in mathematics and science.

In 1999 the examination results of students in the Sixth Form are well above average and these standards have been maintained for the past three years. Targets for GCSE examination results in 2000 and 2001 reflect the school's view of pupils' prior achievements and potential. More work needs to be done on identifying challenging targets for individual subjects, especially to support improvement in the core subjects.

In work seen during the inspection, standards overall are close to average and broadly reflect the examination results. Pupils' achievements in many subjects are at least satisfactory and in history they are good. Literacy skills are well developed in English but less so in other subjects. The school is preparing a policy to support the development of numeracy. Pupils with statements of special

educational needs make good progress in response to good teaching. There is significant underachievement by pupils in ICT. Pupils generally make less progress in the core subjects than in other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Pupils show good attitudes to school and to each other. This provides a good basis for learning.
Behaviour, in and out of classrooms.	Good overall and in the majority of lessons.
Personal development and relationships.	Pupils develop good relationships with each other and with adults. Relationships between pupils in lessons are often very good.
Attendance.	Attendance is below average despite efforts made by the school.

## TEACHING AND LEARNING

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

*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 the 60 lessons seen during the inspection, teaching was satisfactory or better in 90 per cent of cases; it was very good or excellent in 16 per cent of lessons. Ten percent of teaching was less than satisfactory. Weaker teaching occurs across both Key Stage 3 and 4 and in several subjects; however examples of good or better teaching were seen in all subjects and across all stages.

Teachers in English lessons make good provision for pupils to develop their language skills when they first enter the school. However strategies to develop literacy skills are less effective in some other lessons and also across other subjects. Numerical skills are developed well in mathematics lessons and in science. The development of pupils' skills in ICT is poor because of insufficient opportunities to use computers.

Pupils are attentive in most lessons, keen and willing to persevere and learning is satisfactory overall. The pupils learn well where there is good teaching but they do not make enough progress where teaching is unsatisfactory. Where teaching is good teachers ensure 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. Where teaching is unsatisfactory there are low expectations, a slow pace and over-reliance on experience rather than clear planning: the pupils are not challenged and narrow teaching methods fail to engage pupils in their learning. Teaching in a number of lessons observed, in English, mathematics and science, did not enthuse pupils. There was excellent teaching seen in history and drama.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	Provision in the sixth form is good. However, because statutory requirements in ICT are not met, the overall curriculum is unsatisfactory. Nonetheless, the breadth of the curriculum is enhanced by features such as Latin, drama, and generous provision for modern foreign languages at Key Stage 3.
Provision for pupils with special educational needs.	Most pupils have good provision and make good progress. There are weaknesses in the identification and support for those on the early stages of the register.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Moral, social and cultural development are good, and spiritual is satisfactory. The strong international dimension to the school's activities enriches pupils' cultural experiences. Sport, music and drama play a key role in fostering moral and social development.
How well the school cares for its pupils.	Procedures to ensure the safety and welfare of pupils are good. The strong pastoral teams ensure pupil concerns are recognised and responded to.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Satisfactory overall. The headteacher, senior staff, pastoral managers and most curriculum managers provide sound leadership; however, some areas of the overall management of the school need strengthening.
How well the governors fulfil their responsibilities.	Satisfactory. Governors are supportive of the school and well organised.
The school's evaluation of its performance.	There are limited procedures for effectively evaluating the work of the school. Actions taken have not yet brought about consistent improvements across some key areas. Overall, therefore, this is unsatisfactory.
The strategic use of resources.	Good financial control ensures best value.

The governors, headteacher and senior staff have created an ethos where young people feel secure, enjoy a variety of challenges in school, develop confidence and form good relationships. Standards are improving as a result.

There are, however, weaknesses that adversely affect the overall performance of the school. Assessment data and national benchmarks are not used effectively and there is a lack of rigour in monitoring of teaching and learning. This is having a significant impact, particularly in the core subjects of English, mathematics and science, where pupils are making slower progress than in some other subjects.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Children like school and make good progress.	Some poor behaviour and bullying.
The school is approachable.	Arrangements for homework.
Children are expected to work hard.	Information on progress and better links with parents.
The school is well managed.	The use of ICT
Extra-curricular activities are good.	The fabric of buildings and lunch facilities.

The views expressed by parents in the returns from the questionnaires did not include any areas of significant concern. Many parents are very supportive of the school. The inspection team agrees with the positive views expressed, though some areas of management need strengthening. Overall, behaviour is good, although some concerns by parents and some pupils are acknowledged; arrangements for homework are satisfactory. Information to parents is generally sound, and the school has an active programme to maintain and, where possible, improve the buildings and facilities.

## **PART B: COMMENTARY**

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

**Standards overall are rising and GCSE examination results in 1999 were above the national averages. Examination results in the Sixth Form are well above average.**

1. Standards of attainment are improving in Key Stage 4. The improvement is above the national trend. In previous years pupils entered the school with standards that were below those expected for their ages, yet examination results for 16 year olds are now above the national average. This indicates that the school is adding value. Since the previous inspection in 1995 the average points score per pupil at GCSE has increased from 30 to 39.6 in 1999. The proportion of pupils awarded higher grades A\*-C has risen from 37 per cent to 44 per cent in 1999. This is slightly less than the national increase. There has been a significant reduction in the number of pupils who leave school with no examination results and the proportion of pupils awarded one or more grades A\*-G is now in line with national averages. When the GCSE results in 1999 are compared with the standards the pupils gained in national tests at the end of Key Stage 3 the school is seen to add value. Pupils' progress across Key Stage 4 was well above average in comparison with similar schools. However, these positive statements mask some weak results in some subjects, particularly in the core subjects of English, mathematics and science.
2. The average A/AS level point score of candidates entered for two or more GCE A levels or AS equivalents was well above the national average in 1999. It has been well above average for the last three years and shows a slight improvement each year. The number of candidates entered for A/AS levels in 1999 decreased to 63 compared to 95 in 1998 and nearly all entered for two or more examinations. There were 15 candidates entered for vocational qualifications at intermediate level in 1999 and all candidates achieved qualifications. Many students studying in the Sixth Form are taught in small groups, often by more experienced teachers and these factors support good progress. The Sixth Form is well organised and managed. Students are well supported by a strong tutorial team who play a key role in monitoring the progress each student makes towards their individual targets.

**There are strong pastoral teams and the personal development of pupils is well supported.**

3. The induction of pupils into Year 7 is good and appreciated by parents and pupils. The Literacy Project and those responsible for the identification of pupils with special educational needs operate an effective reading programme. This ensures that all pupils get a good start in the development of their literacy skills. The personal development of pupils is carefully monitored in the early stages by a caring team of tutors. Pupils are taught primarily in setted groups for most subjects, a developing arrangement over the first term of induction in Year 7. Some setting arrangements are introduced later in the year. These arrangements enable friendship groups to continue across the transition from primary school and allow new friendships to form when pupils first enter the school. There is good liaison with primary schools in the identification of pupils with special educational needs.
4. Form tutors and other staff know the pupils well and respond effectively to any concerns or conflicts. Pupils respect the Year Heads and value the care that they provide. Although there is no formal School Council, there are Year Councils. Pupils feel that their views are taken into consideration either through the meetings, by informal contact with teachers or through the tutorial sessions. The role of the tutor does not yet involve them sufficiently in tracking the progress of pupils although this is done well in the Sixth Form. Individual targets are now being used in Year 11 but this system is in early stages of development. The Personal and Social Education programme is sound and careers education is appropriate.
5. The moral, social and cultural development of pupils is good. Although the school does not have a policy for the overall personal development of pupils there are enough opportunities taken across

many subjects, in assemblies and in enrichment activities to ensure that it is a strength of the school. Moral and social issues are debated in English, for example when pupils read 'Blood Brothers' by Willie Russell. In geography lessons pupils compared the contrasts of rich and poor in Brazil and the United Kingdom. Pupils are challenged to think about God and Creation in religious education and assemblies. Social skills and teamwork are promoted through team sports and dramatic productions. Regular trips out of school, visiting poets and artists and some residential opportunities contribute to the development of social skills and cultural awareness.

**Behaviour in and around the school is good and most pupils have good attitudes to their work.**

6. Pupils' behaviour in the majority of lessons is good and this provides a strong foundation for their learning. Most pupils have a good attitude to their work, even when there is weaker teaching. Pupils generally show good attitudes to school and to each other. Pupils and students are proud of the school and they support the wide range of sporting and musical activities with enthusiasm.
7. Relationships across the school are very good and the school policy on behaviour is prominently displayed in all rooms. Senior staff demonstrate publicly how they expect pupils to behave. The majority of supervision at lunchtime is carried out by the headteacher, the deputy and assistant headteachers who patrol the school site, collecting up litter and taking opportunities to talk with the pupils. As a result of this strong focus the school is an orderly environment. There are concerns, however, about the poor state of the toilets. Some parents and younger pupils report that insufficient supervision of these and some other areas encourages smoking and bullying by some pupils; during the inspection, the inspection team was aware of some smoking, but had no evidence of bullying.

**Provision in the Sixth Form is a strength of the school.**

8. The Sixth Form curriculum is broad with a wide choice of A/AS levels. There are opportunities to complete GCSE retakes and some limited GNVQ intermediate courses. These ensure students can progress into further study either at the school or at other local colleges. There is a well - planned course in General Studies which provides some additional breadth in the Sixth Form programme and is the vehicle for delivering religious education. Sixth Form students gain some experience of the world of work and have an opportunity to research their careers through planned work experience programmes.
9. The Sixth Form tutorial system is good. The team has been built up over approximately six years and specific training is provided. Over this period the average points score in A/AS level examinations has risen by 12 points to 21 points which is well above average. Students' involvement in their own work is well managed through an agreement that is signed by both students and their parents at the start of their Sixth Form career. The progress of students is regularly monitored using target grades and reports are used to reinforce the messages to both students and their parents. Students who under-perform are supported by more frequent monitoring by the Head of Sixth Form. Short term targets are set to encourage improvement. These approaches could serve as models for what could happen lower down the school. Overall, although some groups are small, and plans for delivering key skills are still being formulated, the progress made by sixth form students means that this area of the school provides good value for money.

**The curriculum is considerably enriched through a wide range of extra-curricular activities and the strong international links and dimensions.**

10. The school has maintained its strengths in the extra-curricular activities that were praised at the last inspection. This addition to the taught timetable has a significant impact on raising standards in physical education, music and drama. These subjects are recognised in GCSE examination results that are some of the best in the school. The personal development of pupils is well supported by events such as team games, musical concerts and drama productions as pupils learn to work co-operatively.

11. The school prospectus informs new pupils about the expectation that all year groups will organise events to support charities. The school swimming pool is a very good facility that is regularly used by pupils of the school and other partner primary schools. On one day each week the timetable is extended into a 'seventh session' to enable extra lessons or revision groups to meet. A wide range of visits, trips and field courses is organised for pupils as they move through the school.
12. There is a good focus given to international awareness across the school. There are more opportunities to study a wide range of modern languages than in most schools and all pupils in Year 7 study Latin. Thematic work involving a study of other countries such as Japan is part of the food technology course. Art work displayed around the school depicts scenes and aspects of cultures from all over the world. The pupils' experience is enriched by visits to theatres, art galleries, museums and concerts. A visiting poet had, in the week prior to the inspection, spent time helping pupils to write their own poems and these were displayed all around the school buildings. In drama, art and music pupils are encouraged to develop thoughtful and enquiring attitudes to work from other cultures. Sixth Form students attend international conferences and the school reports that over half the staff are involved in projects that link the school with other countries.

## **WHAT COULD BE IMPROVED**

**Pupils have insufficient opportunities to use computers to develop their information and communication technology (ICT) skills.**

13. The school relies on subjects across the curriculum to deliver ICT. There are no separate lessons to teach the specific skills associated with the subject. The number of computers available to pupils is well below average with only one computer for every 14 pupils. The quality of many of these machines is below that seen in similar schools. The school does not have a policy to guide the development of ICT in the school and there is no long - term development plan. The subject co-ordinator has concentrated on making more machines accessible to pupils but has limited vision for how the subject should be managed. Governors and senior staff have failed to make the improvements identified in the last inspection report. The school does not comply with statutory requirements in Key Stage 3 and Key Stage 4 because there are insufficient opportunities for pupils to develop their skills in ICT. As a result of this poor provision, pupils' skill in using ICT is unsatisfactory and they make unsatisfactory progress in the development of ICT skills across all strands of the programme, as they move through the school.

**Although sound, standards in the core subjects of English, mathematics and science are below those found in many other National Curriculum subjects, particularly at Key Stage 3.**

14. Results across English, mathematics and science, in national tests at the end of Key Stage 3 in 1999, are below the national average. Pupils did better in mathematics than in English and science. The average points scores of pupils in English between 1996 and 1999 is well below the national average, whilst those in mathematics and science are broadly average. The performance of girls over this period of time is below the national average. The trend in the school's average point score for all core subjects is below the national trend. When the 1999 results are compared with similar schools, pupils' performance in English and science is well below average while in mathematics it is close to average. The school has taken some effective action in the core subjects in Key Stage 3. The proportion of pupils awarded level 5 and above in 2000 is significantly higher, being about 10 percent above the 1999 figure. The proportion awarded level 6 and above is similar to 1999. Boys continue to perform significantly better than girls in mathematics and science. However, the overall progress made by pupils in these subjects in Key Stage 3 is only satisfactory when considered in relation to the improving standards when pupils enter the school. The school does not have a reliable system to identify the progress of different groups of pupils over time. There is only limited use made of national benchmarks and no rigorous analysis of performance information. The downward trend in results since 1996 is of greater concern when the standards of pupils as they enter the school are considered – these show an improving trend.
15. New appointments have been made in key posts in science and English in the last two years and strategies to improve standards have been introduced. The school reports an improvement in the test results in 2000. The heads of department in all three subjects provide satisfactory leadership and management and day to day organisation of each is sound. There are, however, weaknesses in the monitoring of teaching in the three subjects and few strategies for improvement. In Key Stage 3 the organisation of the curriculum and timetable creates fragmentation of pupils' learning. This occurs when they are taught by more than one teacher in any one subject; when they are taught in classrooms rather than in specialist rooms; and when the teaching fails to plan for the wide range of needs in some of the groups.
16. Standards in GCSE examinations in 1999, in all three subjects, are below average and some of the lowest in the school. When results are compared with national benchmarks pupils perform below the expected levels in comparison with other schools. The school does not clearly identify these differences in overall performance and does not use the information to challenge different subject areas to improve. In some instances key post holders within the management structure of the three departments do not have specific job descriptions. This means that there are no clear lines of accountability and weaknesses in the overall provision are not assigned to individuals to bring about

improvement. The overall school targets for GCSE results are not translated into targets for the individual subjects. The core subjects do not track subject performance through detailed analysis of national test results at the end of Key Stage 2 and Key Stage 3. They are not sufficiently aware of differences in the performance of groups of pupils. For example, the standards achieved by girls over the past six years across the three subjects, have been significantly lower than those of boys and girls generally under perform at both Key Stages when compared to girls nationally.

**Insufficient use is made of information that is available about pupils' attainment, teaching and other aspects of school performance. This means that the school's analysis of how well it is doing is not always rigorous enough.**

17. The senior team has observed lessons across the school and records indicate some monitoring of teaching has taken place. The feedback from this exercise is provided to the individual teachers and ideas for improvement are discussed. However, there are no clear strategies for making use of the lessons to be learned in different areas of the school. Evaluation of the overall records does not show patterns of strengths and weakness and thus lead to the sharing of good practice and the development of skills. The records are not always shared with key staff, such as heads of departments, in order to provide additional information about the quality of teaching in different subject areas. Teachers collectively have no way of knowing if different approaches are working better or worse with different pupils in different parts of the curriculum. This lack of focus on improving the overall quality of teaching means that there is a need to concentrate on lifting teaching standards in several areas of the school.
18. Performance targets are not well used in the school and development planning is weak across many areas. The School Improvement Plan for the last four years finished in July 2000. The new School Improvement Plan is currently in the very early stages of production and the school is unlikely to have a good operational plan in place until well into the present academic year, in part because it is awaiting the outcomes of this inspection. The school has made satisfactory improvement since the last inspection in 1995. However action taken has not resulted in effective improvement across all the areas identified for development.
19. There are individual systems in place in some subjects to monitor pupils' progress although little use is being made of the considerable national data now available. There is regular feedback to both pupils and parents through annual reports. In Year 11 and the Sixth Form pupils are working towards individual targets guided by their tutors. Assessment records are used in some subjects to group pupils by ability from Year 7. The school has recently installed electronic systems that will enable all records of pupils' progress to be held centrally rather than the individualised systems currently in place. However, this system is at the early stages of development. The present arrangements do not allow rigorous analysis of the progress of individual pupils or groups of pupils.
20. National benchmarks are not used effectively in the school to make comparisons of school performance. There are very few staff and governors who are aware of the appropriate documents and therefore the concept of judging value for money is very new. Senior staff recently invited to join the new leadership group have been given responsibility for developing the use of national data but they are very new to the role and not yet fully aware of the extent of the responsibility.
21. There has been a strong focus on raising attendance in recent years; nonetheless, the overall attendance rates in 1999 remain below the national average. The inadequate attendance record of a small minority of pupils is having a negative impact on their progress and success in examinations. The inspection team recognizes the efforts made by the school and the difficulties it faces, noting the expectation that these efforts will continue, and urging the school to draw on the best practice from across the country.

## WHAT SHOULD THE SCHOOL DO TO FURTHER IMPROVE?

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

1. Improve the provision for ICT by :-

- I. producing a policy for the development of ICT across the school.
- II. writing opportunities to use ICT into schemes of work.
- III. securing time in the curriculum for pupils to regularly use computers.
- IV. ensuring that effective staff training is provided, using the funds now becoming available, to raise the quality of teaching in ICT.
- V. collecting evidence of pupils' competencies and frequently assessing it.
- VI. rigorously monitoring all aspects of provision and ensure the school complies with statutory requirements.

(Paragraph 14)

2. Raise standards in English, mathematics and science to bring them in line with the best standards in the school by;

- I. clarifying roles and responsibilities in all job descriptions;
- II. ensuring all teaching is at the standard of the best;
- III. improving systems to monitor and evaluate performance;

(Paragraphs 15 - 17)

3. Improve the way in which the school monitors its work, and evaluates how well it is doing, by:

- I. putting into a place a rigorous and regular programme of lesson observation and feedback at whole-school and departmental levels;
- II. increasing the opportunities for staff to share effective teaching strategies, to identify training needs and to receive appropriate training;
- III. making better use of the available information, including national performance and benchmark data, to identify strengths and weaknesses at whole-school, subject and class levels;
- IV. using the results of such analyses to set clear targets for individual pupils, for subjects and for the school as a whole; and
- V. ensuring that governors are involved in these processes so that they have a clear view of the school's strengths and weaknesses.

(Paragraphs 18 - 22)

The governors, headteacher and senior team should also further consider the following areas for further development :-

- a. Adopting a more coherent approach to development planning with clear links between whole-school and departmental plans; ensuring that plans show clearly how future improvements will be implemented by explicit indications of targets, costs, timescales, responsibilities, success criteria and staff development needs.

(Paragraph 19)

- b. Continuing to use every available strategy to raise attendance rates, with a short term target of at least meeting the national average.

(Paragraph 22)



## 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	13	37	37	5	5	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	1202	181
Number of full-time pupils eligible for free school meals	205	0

#### Special educational needs

	Y7-11	Sixth form
Number of pupils with statements of special educational needs	47	0
Number of pupils on the school's special educational needs register	251	0

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	38

### Attendance

#### Authorised absence

	%
School data	10
National comparative data	9

#### Unauthorised absence

	%
School data	1.9
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	103	91	194

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	42	59	45
	Girls	62	57	44
	Total	104	116	89
Percentage of pupils at NC level 5 or above	School	54(47)	60 (59)	46 (42)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	19(24)	39 (34)	18 (22)
	National	28 (35)	38 (36)	23 (27)\

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43	50	56
	Girls	49	53	55
	Total	92	103	111
Percentage of pupils at NC level 5 or above	School	48 (54)	53 (61)	57(42)
	National	64 (61)	64(64)	60 (61)
Percentage of pupils at NC level 6 or above	School	17 (21)	33(41)	31(16)
	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

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	110	117	227

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	52	106	108
	Girls	48	105	112
	Total	100	211	220
Percentage of pupils achieving the standard specified	School	44 (51)	93 (94)	97 (96)
	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
Average point score per pupil	School	40(41)
	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	17	46	63

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	21.1	20.2	20.4 (19.8)	4.0	4.0	4.0
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**

Y7-Y11	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	1
Chinese	3
White	1169
Any other minority ethnic group	10

#### **Exclusions in the last school year**

Y7-Y11	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	17	2
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: Y11-13**

Total number of qualified teachers (FTE)	72
Number of pupils per qualified teacher	13.26

*FTE means full-time equivalent.*

##### **Education support staff: Y11-Y13**

Total number of education support staff	18
Total aggregate hours worked per week	152.75

#### **Financial information**

Financial year	1999-2000
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	£
Total income	3191387
Total expenditure	3193025
Expenditure per pupil	2656

**Deployment of teachers: Y11-Y13**

Percentage of time teachers spend in contact with classes	75.3
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**Average teaching group size: Y11 – Y11**

Key Stage 3	23.88
Key Stage 4	20.76

Balance brought forward from previous year	83288
Balance carried forward to next year	81650

***Results of the survey of parents and carers*****Questionnaire return rate**

Number of questionnaires sent out

1202

Number of questionnaires returned

186

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	45	6	2	1
My child is making good progress in school.	46	49	3	1	2
Behaviour in the school is good.	26	54	10	2	9
My child gets the right amount of work to do at home.	24	59	13	2	2
The teaching is good.	39	51	5	1	3
I am kept well informed about how my child is getting on.	30	41	13	4	11
I would feel comfortable about approaching the school with questions or a problem.	56	37	3	2	2
The school expects my child to work hard and achieve his or her best.	64	32	2	1	2
The school works closely with parents.	29	50	12	2	7
The school is well led and managed.	47	42	6	1	4
The school is helping my child become mature and responsible.	39	49	7	1	4
The school provides an interesting range of activities outside lessons.	45	38	5	2	10

**Other issues raised by parents**

In addition to the discussion during the parents' meeting, 22 parents sent additional information in letters that were generally supportive of the school but did raise specific issues. Amongst these were concerns about bullying and the state and supervision of the toilets. A few responses identified some concerns about the provision for pupils with special educational needs, the provision for ICT and some weak teaching. The inspection acknowledges the majority of these concerns identified by parents while recognising that overall, parents view the school positively.