

INSPECTION REPORT

HELSEBY HIGH SCHOOL

Frodsham

LEA area: Cheshire

Unique reference number: 111440

Headteacher: Mr R A V Evans

Reporting inspector: Romy Markham
1387

Dates of inspection: 14-16 November 2000

Inspection number: 223969

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: Community

Age range of pupils: 11-19

Gender of pupils: Mixed

School address: Chester Road
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Cheshire

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Appropriate authority: The governing body

Name of chair of governors: Professor J Dearden

Date of previous inspection: 06 February 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Helsby High School is a large mixed comprehensive school situated on the outskirts of Helsby in Cheshire. The school draws pupils from Runcorn, Frodsham and outlying villages. Pupils come from a wide range of socio-economic backgrounds but overall their circumstances are advantaged compared with national figures. There are very few pupils from ethnic minority backgrounds. There are 87 pupils with special educational needs, including nine with formal statements of need. This is much less than found in comprehensive schools nationally. In the current year, 47 pupils are claiming free school meals, which is well below average, although more pupils may be eligible and not claiming. Attainment on entry is above average overall and improving – the current Year 7 pupils achieved well above average in the end of Key Stage 2 tests taken before they started at the school.

HOW GOOD THE SCHOOL IS

This is a very good school that enables pupils to reach high standards of attainment in national tests and examinations. Teaching and management are very good and the school makes very good use of available information to promote achievement for pupils of all abilities. Pupils have very positive attitudes to school, they behave very well and their personal development is excellent. The school cares well for its pupils and makes very good provision for educational and personal support. The school provides good value for money at both key stages and in the sixth form.

What the school does well

- Teaching is very good throughout the school and this helps pupils to learn and achieve high standards.
- The school benefits from very strong leadership and management from the senior management team, curriculum and pastoral team leaders and good support from the governing body.
- There is good quality provision to support pupils' learning in the curriculum, through extra curricular activities and in the organization and ethos of the school.
- Pupils' personal development is excellent, in response to the high quality provision made by the school.
- There are very good systems to monitor and promote pupils' progress.

What could be improved

- Provision for the performing arts, multicultural education and vocational courses.
- There is inconsistency in the teaching of information communications technology (ICT), and the tracking of pupils' capability in ICT, in KS4.
- The school does not meet legal requirements for collective worship in all years and design and technology in Year 11.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements overall since the inspection in February 1995. Senior managers have taken effective action on all the key issues of the last report and the school has made good improvements in the quality of teaching and learning and in management. These have led to good improvements in standards of attainment, particularly in the core subjects of English, mathematics and science. Senior staff and members of the governing body have rigorously monitored expenditure and ensured improvements in value for money. There have been very good improvements in the personal development of pupils and how the school monitors their performance.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	C
A-levels/AS-levels	A	A*	N/A	

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
N/A – grade not yet available	

Standards were well above national figures in the end of Key Stage 3 tests for both boys and girls in 2000, and have been so each year since 1997. The average GCSE point scores were well above the national average in 2000 and the school was in the top five per cent of schools for pupils achieving five or more grades A*-G. Pupils' results in GCSE examinations were average when compared to similar schools, based on their previous results at the end of Key Stage 3 and above average when compared to those of schools with a similar free school meals profile. These high standards have been maintained over the last three years. Results in A-level examinations have been well above average since 1998 and in 1999 results were in the top five per cent of schools nationally. Results in 2000 produced an average point score of 19.2 compared with 18.5 nationally. These figures are provisional and a comparative grade is not yet available. The school has set challenging targets for 2001, based on a rigorous monitoring of pupils' performance.

Work seen during the inspection at all levels reflected these high standards in tests and examinations. Pupils are on course for well above average results in the core subjects of English, mathematics and science and many other subjects across the curriculum. Pupils of all ages and abilities achieve very well, including those with special educational needs. There are particular strengths in literacy and numeracy, which pupils use very effectively to support their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and enthusiastic about their work.
Behaviour, in and out of classrooms	Very good in lessons and around the school.
Personal development and relationships	Excellent. Pupils work well together, develop very good relationships and understand others' needs.
Attendance	Very good. Attendance is very high compared with the national average. Unauthorised absence is minimal but there is occasional unpunctuality to lessons.

The personal development and attitudes of pupils is a strength of the school and contribute significantly to the high standards achieved. Pupils have very positive attitudes, many of them exemplary. Behaviour around the school is very good and pupils act responsibly and sensibly, for example when moving down

the narrow corridors or waiting in the lunch queue. When given the opportunity, pupils take responsibility with pleasure and enjoy helping others.

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 98.5 per cent of lessons seen, of which 80 per cent were good or better and 35 per cent were very good or excellent. There was only one unsatisfactory lesson seen (1.5 per cent), where an inexperienced teacher had not planned work effectively to help pupils to improve. Very good teaching was seen across many subjects, including English, mathematics and science, and teachers met the learning needs of all pupils very well. Teachers are knowledgeable subject specialists who enthuse and motivate pupils to learn by providing challenge and stimulation. Teachers extend and reinforce pupils' literacy and numeracy skills very well, using timely reminders and handy hints to set high expectations. Not all teachers have well developed skills in ICT but they are working hard to implement improvements identified in the school development plan. The quality of teaching is a key strength of the school that leads to very good learning by pupils of all ages and abilities. They try hard, concentrate on the challenges set for them and persevere until they are satisfied with their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities in the curriculum and through extra curricular activities but overall the curriculum is unsatisfactory because not all statutory requirements are met.
Provision for pupils with special educational needs	Very good provision by teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good in the curriculum, the organisation and ethos of the school. Spiritual development is good and moral, social and cultural provisions are very good.
How well the school cares for its pupils	There are good procedures for child protection and ensuring pupils' welfare. The school's very effective monitoring of pupils' attainments and progress contributes significantly to the high standards seen.

The school works hard to foster a good relationship with parents. School managers however, could do more to let parents know how pupils are making progress throughout the year and to share information more effectively about the general life of the school.

The school makes strong provision in the combination of academic subjects available, the very good range of extra curricular activities, the well planned and effective personal and social education (PSE) course and careers education. These aspects of the curriculum are very well planned in departments to meet the needs of the full range of pupils in the school, including those with special educational needs. There are however weaknesses in the limited provision for the performing arts and multicultural education, the lack of vocational courses and the variability in the use of ICT across the curriculum. The

school does not meet statutory requirements for design and technology in Year 11 nor in ensuring that there is a daily act of collective worship for all pupils.

The school has a very strong pastoral care system. Teachers, form tutors and heads of year know their pupils very well. There are very good procedures to monitor pupils' performance, set targets for improvement and arrange additional support when needed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff lead the school very well.
How well the governors fulfil their responsibilities	The governing body provides good support and makes good use of its expertise.
The school's evaluation of its performance	Very good. There is rigorous evaluation and clear action taken to bring about improvements.
The strategic use of resources	Good. The school manages its resources well with a strong focus on supporting teaching and learning.

Senior staff and governors have a shared philosophy that underpins all that they do and provides very good direction so that the school meets its aims. There is a clear focus on maintaining high standards of attainment and personal development. Governors and senior staff ensure that resources are deployed effectively and they monitor spending decisions rigorously to ensure best value. The school makes good provision for learning resources and employs sufficient well-qualified staff but there are difficulties with the accommodation. The school has more pupils than it was built for and there is no spare room, for example to provide lockers or cloakrooms.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress and expectations are high • Behaviour is good and pupils like school • Teaching is good • Parents feel comfortable in approaching the school • The school is well led and managed 	<ul style="list-style-type: none"> • More detailed information on how pupils are getting on • Closer working relationships with parents • A more flexible curriculum • Facilities for storing pupils' coats, books and equipment

There were significant numbers of parents who responded that they did not know about extra curricular activities.

The inspection team agrees with the positive views expressed by parents about teaching, leadership and how pupils make good progress and behave well. Teachers and support staff are approachable and aware of how parents have concerns, for example about how pupils are settling into a new school. Inspectors recognise the good quality information the school provides, but more could be done to review when and how parents are given information about pupils' progress and general matters. There are some weaknesses in the curriculum and the school has inadequate room to provide storage for pupils' books and equipment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good throughout the school and this helps pupils to learn and achieve high standards.

1. Pupils benefit from the high quality of teaching in the school. Teaching is consistently very good across both key stages and in the sixth form. Inspectors saw good or very good teaching in all subjects during the inspection. This consistency is a key feature in helping pupils to reach very high standards in national tests and examinations. Teachers are knowledgeable subject specialists with a real enthusiasm for the subjects they teach and this enables them to inspire their pupils and motivate them to achieve well. They plan and match work well to pupils' abilities, set challenging tasks and use resources very well to provide a range of interesting activities, making full use of the time available. In a Year 7 mathematics class, for example, all pupils were fully engaged and showing some enthusiasm in solving problems on fractions. In another Year 8 English lesson pupils investigated the qualities of diary writing with real enthusiasm.
2. Teachers share the purposes of the lesson with pupils and frequently check at the end to summarise what has been learned. This worked very well in science lessons, where pupils were given a degree of independence by giving them targets for completion by the end of the lesson. Teachers have high expectations of what pupils of all abilities can achieve. Excellent lessons were seen in Year 11 humanities, where well explained but challenging teaching enabled lower attaining pupils to develop 'mind maps' to explain complex issues such as the holocaust. In art lessons, innovative planning and inspiring teaching helped pupils to develop skills in abstract art by studying the works of contemporary artists. All teachers keep detailed records of what pupils are achieving and future targets so they know exactly how well pupils should perform. In music, there is very good use of pupil and peer evaluation to help pupils know how well they are progressing. Teachers in all subjects reinforce literacy and numeracy skills by timely reminders and clear expectations of quality presentation or technical accuracy. In the sixth form, teachers amend their strategies to match the developing maturity of the students. They expect that students will prepare work thoroughly and come to lessons ready to debate and discuss knowledgeably.
3. These very good teaching strategies and high expectations lead to high levels of pupil motivation and attainment that is well above expectations. Pupils respond very well and develop very good learning skills as they progress through the school. They listen very well to their teachers and to each other. They have positive attitudes to learning and develop a mature attitude to their work. They come to lessons prepared to work hard and with any homework or preparation completed. They are keen to participate in class or group discussions and they organise themselves very quickly for practical tasks. They work safely with materials and equipment in the laboratories or workshops. In art, double classes work very well together in a large open plan studio that is a model of hard work, creativity and exploration. A key feature is how pupils concentrate for the full hour of lessons because teachers in all subjects plan a sequence of activities to make the best use of time and keep pupils interested.
4. The outcome of this high quality teaching and learning is that pupils are prepared very well for national tests and examinations and they achieve well above average results. The school achieves overall results that are comparable to or better than many selective schools and which are above the results achieved by similar schools, based on the eligibility for free school meals. Results are well above average in a wide range of subjects, including the core subjects of English, mathematics and science at GCSE and in the national tests at the end of Key Stage 3. In 1999, A-level results were in the top five per cent nationally. Although results in 2000 were lower than this, they were still above the national average and represented good achievement for the individual students concerned. Results at GCSE are lower in humanities and media studies

than other subjects, because only lower attaining pupils study these subjects, including those with special educational needs. These results represent good achievement for the pupils concerned; in 2000 all achieved a grade A*-G pass at GCSE.

The school benefits from very strong leadership and management from the senior management team, curriculum and pastoral team leaders and good support from the governing body.

5. The school is very well managed and this makes a significant contribution to the standards achieved. The headteacher is new to the post this term but has already consolidated and developed the firm management foundations laid by his predecessor. He has a clear vision for the development of the school, which is shared by the members of the senior management team. Together they provide very good leadership, with a good grasp of priorities and the strategies needed to take the school forward in both attainment and pupils' personal development. They have very effective communications, as a group and with other members of staff, so that all are well informed about school policy and routine matters. Although some members of the senior management team have been in the school for many years, they are adaptable and flexible to the changing needs of the school. A new member of the team from January 2001 is being taken as an opportunity to review roles and responsibilities to meet different priorities in the future.
6. Very strong and capable heads of department and heads of year support the senior management team very well. They work very well together in providing departmental and pastoral leadership and very effective monitoring of all aspects of pupils' development. Heads of department ensure that their curriculum areas are well developed, they scrutinise examination performance very carefully and identify how to make improvements in the future. All departments have highly effective systems to monitor and track pupils' performance. There is very good liaison with staff responsible for coordinating pupils with special educational needs, for example in developing literacy skills across the curriculum. Heads of department monitor the work of their teaching staff, by observation, scrutiny of pupils' work and an annual interview. They are making good progress towards implementing an effective process of performance management. Some heads of department are charismatic and inspirational, others more reserved and reflective but all are highly effective in promoting high standards of teaching and learning. A member of the senior management team manages the sixth form very well. This is a key role in co-ordinating the provision across departments and organising the higher education or employment applications procedures. Students are monitored very effectively by a regular tracking process, identifying the effort they are making in their work.
7. There is a strong network of pastoral support from heads of year and form tutors, together with the co-ordinator for personal and social education and staff responsible for monitoring performance in each year. A member of the senior management team leads this network very well and its effectiveness means that every pupil is well known and his or her academic and personal development is monitored and promoted very well. All teachers are made aware of pupils' prior attainment and targets are set for improvement. Staff discuss pupils' performance regularly and departments provide additional support, particularly in Years 9 and 11 in preparation for national tests and examinations. There is particularly good support for pupils with special educational needs. Teachers and support staff work very well together to identify these pupils' needs and ensure that they are well supported and encouraged. Tutors and heads of year provide opportunities for pupils' personal development, for example through charity fund raising, music, social events and sport.
8. Senior managers and staff are well supported by members of the governing body. Individual governors bring a wealth of individual expertise to their role. They are knowledgeable, committed and share the school aims of seeking high standards in all that they do. They are appropriately organised to offer good support and ensure that school policies and procedures are scrutinised rigorously to ensure best value.

There is good quality provision to support pupils' learning in the curriculum, through extra curricular activities and in the organization and ethos of the school.

9. Departments have developed good schemes of work and provide a good range of learning opportunities for pupils of all abilities. They include, for example, whole class instruction, individual research, group tasks, practical activities, which are used very effectively to keep pupils motivated and engaged and lead to very good learning. Heads of department have been particularly skilful in choosing examination courses at GCSE and A-level, which give pupils and students the opportunity of showing what they know and can do. In science, for example, pupils can study single, double or triple science courses and lower attaining pupils have the opportunity to study a humanities course, which is more practical and has more coursework than the traditional history or geography GCSE. Departments make very good use of support staff, for example, technical or learning support, to enhance learning opportunities and provide high quality resources. Teachers use available resources very well to provide a sequence of fast paced activities, which again enhances learning opportunities by engaging and motivating pupils.
10. The school provides very many opportunities for learning outside of the classroom. Pupils are encouraged to participate in a very wide range of local, regional and national events to extend and consolidate their learning. These include overseas visits and exchanges, conferences, for example "Understanding Industry", science festivals and careers fairs. These opportunities are used very effectively by the school to extend pupils' knowledge and understanding. The school does not monitor each pupil's participation in these events but does note the level of participation in extra curricular activities such as sporting practice or choir rehearsals. Pupils make very good contributions to the general life of the school in welcoming visitors, acting as receptionists, welcoming parents to meetings and supporting school events. They are expected to reflect the high standards of the school and they do so with pleasure and pride.

Pupils' personal development is excellent, in response to the high quality provision made by the school.

11. Pupils are expected to be responsible for their work and their belongings when they arrive at the school in Year 7. The school sets high standards of conduct and uniform and demands that pupils reach these standards. There are very clear codes of conduct and pupils know that they will be held accountable for their actions. Behaviour in lessons and around the school is very good. Pupils are polite and well mannered. They listen carefully to their teachers and to each other. They learn how to question and debate sensibly, even when they do not agree with their colleagues. Their attendance is above average and consistently so across all year groups. All of these factors contribute to the high standards of work and personal development seen in the school. As they progress through the school, pupils are given greater responsibility for their learning, in preparing their work and some learn how to be independent learners. For example, they are taught, and then expected to use, the library and computer facilities to enhance their learning. Pupils are given responsibility within lessons and their form groups for routine tasks, for example presenting group decisions or managing resources. They represent the school in local competitions and national sporting teams. Sixth form students provide good support to younger pupils, particularly in literacy. Pupils use these activities to develop a very good understanding of their role in society, what they can contribute and what they gain.
12. There is a well-developed programme to support pupils' personal and social development. In both key stages pupils study PSE taught by form tutors and in Key Stage 4, there are additional PSE lessons taught by specialist staff. These programmes provide very good teaching and learning in social and moral education (including religious education), health and sex education, careers and study skills. Pupils are given direct instruction but also encouraged and required to work together, to think through issues, to discuss complex issues and to learn to appreciate the benefits and responsibilities of adult life. Students in the sixth form follow a general studies course that provides a wide range of studies in contemporary issues and prepares them for life after school. It includes educational, moral and social issues as well as

more practical learning, for example, preparation for cooking for oneself when living away from home. Pupils and students are very responsive to the PSE programme, which makes a major contribution to their excellent personal development. Students in the sixth form are confident and capable young adults, ready to leave school and face the challenges of higher education or employment.

13. A key feature of pupils' personal development is how they learn to appreciate and value personal relationships, working with and for others. They learn very quickly how to work together effectively in their lessons, for example in acting as a group or in sharing resources. Teachers and other adults in the school are excellent role models for co-operative working. In lessons and through extra curricular activities, pupils are involved in helping or working with young people and adults in the wider community. In Year 7, pupils are taken away on a short residential activity as part of their induction to the school. This is an excellent opportunity to work together. Pupils work to support a range of charities. The school is the major fundraiser for an Indian craft centre (SHIVA) and has provided funds for sewing machines and training opportunities. There is regular contact between the charity and the school and the pupils are well informed and they know how much their support is valued.
14. The school makes good provision for pupils' spiritual development, through lessons and through collective worship. Although the school does not meet the statutory requirements for a daily act of collective worship, it does provide weekly meetings where pupils are encouraged to reflect on religious and moral messages, to celebrate achievements and to consider the lives of other people. In religious education, pupils are taught how different countries and cultures worship and organise their lives according to their religious and spiritual beliefs. This supports their developing understanding and appreciation of religious diversity. Spirituality in other subjects is less well developed and not planned across the school.
15. Pupils of all ages are developing their knowledge and understanding of their cultural heritage, because of the very good provision made to study literature, art and music. There are regular extra curricular activities promoting music and drama, and pupil participation in these is very high indeed. British and European cultures feature very well in the curriculum but Non-Western cultures are under represented.

There are very good systems to monitor and promote pupils' progress.

16. The school has developed a very effective system to monitor pupils' performance and check how they are improving. The school makes very good use of information available from primary schools, the Local Education Authority and national statistics to set targets for individual pupils, classes and groups. This information is updated as pupils move through the school so that everyone has access to a complete assessment profile on pupils. Teachers are rigorous in their use of this information to set high expectations for pupils of all abilities. Work is marked regularly and often with detailed comments to support improvement. Teachers know how well pupils should be achieving and they will not accept anything less. The school has invested in monitoring by giving four teachers the additional responsibility to monitor underachievement in each year group. The head of sixth form co-ordinates the monitoring of sixth form progress each half term and personally interviews students who are underachieving.
17. The school has ensured that this monitoring programme is a positive support rather than a threat or punitive action. Pupils are encouraged to improve their current standards and form tutors and heads of year counsel those causing concern. The school works with pupils and their parents to set a programme for improvement. Teachers willingly give their free time to supervise study rooms or take additional lessons for pupils who are underachieving. Pupils who are borderline for achieving grade C or above in GCSE examinations have additional support in lessons.

WHAT COULD BE IMPROVED

Provision for the performing arts, multicultural education and vocational courses.

18. The school provides a curriculum of good quality but there are some important omissions that reduce the breadth of provision to meet the needs and aptitudes of all pupils. The curriculum contains limited examination accreditation in the performing arts. Whilst GCSE music is offered, there are no examination courses in dance, drama, theatre studies or combined expressive arts. There are courses in media studies and humanities but to date these have been available only to lower attaining pupils.
19. There is good provision for pupils' cultural development, particularly of British and European traditions. There are some good examples of learning about other cultures through art, religious education or food studies, but the school does not plan for multicultural development across the curriculum nor identify it within schemes of work. What is offered is of good quality but more could be done to plan for a coherent multicultural experience.
20. The school does not offer any vocational courses in Key Stage 4 or in the sixth form. This reduces the range of opportunities available for those pupils who have a specific vocational aptitude or who are more successful in this type of learning. The school has already recognised this omission and is actively reviewing the curriculum, with a view to introducing vocational courses in 2002.

The extent of teaching in information communications technology (ICT) and the tracking of pupils' capability in ICT in Key Stage 4.

21. The school has a well-structured programme to teach ICT in Key Stage 3 as a discrete course but it is taught across the curriculum in Key Stage 4, as part of other subjects. Not all departments have yet included specific ICT teaching programmes within their schemes of work and teachers have varying degrees of competence and confidence in using and teaching ICT. The co-ordinator for ICT has concentrated on developing the discrete ICT course and has not had the responsibility to monitor pupils' standards of attainment and progress in Key Stage 4. This uneven situation means that pupils are not getting a clearly structured programme to enhance their ICT skills and have varying quality of experiences in using ICT. Departments do record what has been completed across all the strands of the curriculum but there is no effective system of ensuring that all pupils have a consistent programme of equally high quality. The school has already recognised the importance of improving the provision for ICT in Key Stage 4. Plans for improvement are a key feature of the school development plan. There has been considerable investment in resources and staff training. A new member of the senior management team in January will have responsibility for co-ordinating the tracking of pupils ICT capability.

The school does not meet legal requirements for collective worship throughout the school and design technology in Year 11.

22. The school provides collective worship weekly for each year group. These assemblies are of good quality and provide opportunity for spiritual reflection and consideration of moral issues, as well as celebrating pupils' achievements. On other days, pupils meet in tutor groups and in some of these there are 'thoughts for the day'. Overall, the school does not meet legal requirements for a daily act of collective worship. The school gives as its reason the fact that it does not have enough large spaces for the whole school to meet together and some staff have exercised their right not to be involved in collective worship.
23. Not all pupils in the current Year 11 were required to follow a course in design and technology when they chose their Key Stage 4 option courses. This gave them additional flexibility, for example to study triple science but is against statutory requirements, as they were not

disapplied from the National Curriculum. The legal requirements have now changed and the current Year 10 arrangements are in line with requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to enhance further the standards of attainment, the governing body and senior staff should:

- (1) Review the curriculum and produce a development plan for improvements to ensure sufficient breadth and opportunity of choice for pupils with varying aptitudes.
(see paragraphs 18-20)
- (2) *Continue to develop the breadth and quality of ICT provision across the curriculum by;
 - a. incorporating ICT teaching into each scheme of work
 - b. identifying specific assessment points across the curriculum
 - c. ensuring that all staff continue to receive training and support so that they are confident in their ICT role.
 - d. Ensuring that pupils' ICT capabilities are monitored across key stages.(paragraph 21)
- (3) Continue to seek to meet all statutory requirements by;
 - a. reviewing the opportunities for collective worship
 - b. ensuring that relevant guidelines are followed for the choice of examination studies at Key Stage 4.(paragraphs 22,23)

* This item is already included in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	25	47	16	1	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	979	232
Number of full-time pupils eligible for free school meals	47	-

Special educational needs

	Y7-11	Sixth form
Number of pupils with statements of special educational needs	9	1
Number of pupils on the school's special educational needs register	107	6

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	16
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	5.0
National comparative data	7.9

Unauthorised absence

	%
School data	0.0
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	104	119	223

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	90	89	93
	Girls	112	107	108
	Total	202	196	201
Percentage of pupils at NC level 5 or above	School	91 (77)	88 (82)	90 (81)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	63 (40)	67 (61)	63 (50)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	74	90	95
	Girls	111	108	110
	Total	185	198	205
Percentage of pupils at NC level 5 or above	School	82.9 (86)	89 (84)	91.5(81)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	46.2 (45)	70 (62)	62.3 (52)
	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	93	128	221

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	76	93	93
	Girls	107	127	128
	Total	173	220	221
Percentage of pupils achieving the standard specified	School	82.8	99.5	100
	National	49.2 (46.3)	88.9 (90.8)	95.3 (95.7)

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

GCSE results		GCSE point score
Average point score per pupil	School	49.6 (48)
	National	38.7 (38)

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

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	42	60	102

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	20.9 (25.4)	17.9 (24.4)	19.2 (24.9)	4 (0)	2 (1)	5 (1)
National	17.7	18.6	18.2 (17.9)	2.6 (2.7)	2.9 (2.8)	2.7 (2.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	5
White	1343
Any other minority ethnic group	3

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	7	1
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)	76.6
Number of pupils per qualified teacher	17.7

FTE means full-time equivalent.

Education support staff: Y11-13

Total number of education support staff	2
Total aggregate hours worked per week	38

Deployment of teachers: Y11-13

Percentage of time teachers spend in contact with classes	78.3
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Average teaching group size: Y11-13

Key Stage 3	24.6
Key Stage 4	23.6

Financial information

Financial year	1999
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	£
Total income	3133126
Total expenditure	3163514
Expenditure per pupil	2370
Balance brought forward from previous year	126426
Balance carried forward to next year	96038

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1315
Number of questionnaires returned	549

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	57	1	5	1
My child is making good progress in school.	47	46	-	2	5
Behaviour in the school is good.	39	52	-	3	5
My child gets the right amount of work to do at home.	27	60	2	8	2
The teaching is good.	39	55	-	2	4
I am kept well informed about how my child is getting on.	29	46	2	15	8
I would feel comfortable about approaching the school with questions or a problem.	52	41	1	5	8
The school expects my child to work hard and achieve his or her best.	72	26	-	1	1
The school works closely with parents.	28	47	2	15	8
The school is well led and managed.	51	39	-	2	8
The school is helping my child become mature and responsible.	43	48	-	2	6
The school provides an interesting range of activities outside lessons.	28	46	3	11	12

Other issues raised by parents

A significant proportion of returns had additional comments complaining about the lack of storage facilities for pupils' coats, books and equipment.