

INSPECTION REPORT

**ST AUGUSTINE of CANTERBURY CATHOLIC HIGH
SCHOOL**

St Helens

LEA area: St Helens

Unique reference number:104833

Headteacher: Mr Peter Murphy

Reporting inspector: Sue Kearney
18006

Dates of inspection: 6 – 9 November 2000

Inspection number: 223970

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11-16
Gender of pupils:	Mixed
School address:	Boardmans Lane Blackbrook St Helens Merseyside
Postcode:	WA11 9BB
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Foster
Date of previous inspection:	22 April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine of Canterbury Catholic High School is a voluntary aided comprehensive school for boys and girls in St Helens with 712 pupils on roll. The socio-economic characteristics of the school population vary and the school is located in an area that has some challenging problems. Approximately 25 per cent of pupils are eligible for free school meals, which is above the national average. Although the proportion of pupils on the register of special educational needs is broadly average, the proportion with statements of special needs is above average. There are few pupils from ethnic minority backgrounds. The school is very popular and is over subscribed. Overall, the attainment of the intake is now average, and has improved since the last inspection.

HOW GOOD THE SCHOOL IS

St Augustine's is a very good and improving school. Standards in national tests at the end of Year 9 and in GCSE examinations are close to national averages and GCSE results have improved each year at a rate which is greater than the national trend. The leadership and management of the school are very good and contribute significantly to the excellent behaviour and attitudes of the pupils. There is good teaching in most departments with several examples of very good and excellent teaching seen during the inspection. The senior team and governors monitor well and are beginning to apply best value principles in all that they do. Overall, the school provides very good 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 provides very good leadership and management of the school is very good. This has a significant impact on the school's standards and provides a very positive atmosphere.
- The behaviour and attitudes of the pupils are excellent and this provides a firm foundation for learning.
- Teaching is good across subjects with a significant number of very good and excellent lessons that provide opportunity for further development of teaching skills across the school.
- There are strong pastoral teams and well-developed procedures to monitor pupils' academic and personal development. This supports the excellent behaviour of pupils and ensures a secure environment for learning.

What could be improved

- The school does not fully comply with statutory requirements for information and communication technology (ICT) for 16 year olds. Some pupils are not receiving sufficient opportunity to develop their skills.
- The strategic vision for further improvement in school performance is not sufficiently sharply formulated and articulated to ensure that all staff and governors are able to fulfil their responsibilities in supporting improvement.
- Although the school collects data frequently and regularly across most areas of school performance, the use of data to inform effective action and to promote pupil progress is less secure.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St Augustine's has made good progress since the inspection in April 1996. There have been good improvements in examination results overall, although this does mask weaker results in some subjects. Significant improvements have been made to the facilities in ICT although the school does not yet fully comply with statutory requirements for 16 year olds. The management and achievement in music are now satisfactory. Planning processes have been improved and monitoring systems put in place but more rigour is required in deciding and taking more effective action in some areas of school performance. The senior management team have new roles and responsibilities and now take an active part in monitoring the quality of provision. Risk assessments have been carried out in science and safety regulations are

observed in most lessons although there were some minor concerns about the health and safety of pupils identified during the inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	D	C	C	A	well above average A above average B average C below average D well below average E

Examination results at the end of Year 11 have, in recent years, improved faster than nationally. 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. The number of pupils awarded 5 or more grades A -G is above average although the number awarded 1 or more grades A -G is below average. The school has taken effective action to improve these results and the provision for weaker pupils is much improved. The overall results are well above average when compared to the results of pupils in similar schools. There were particular strengths in results in English, mathematics, science, design and technology and art. Results in history, geography, and ICT are less strong. Results in the year 2000 are similar to the previous year. The school has set targets for 2001 that will produce a small measure of improvement and bring the average points score closer to national averages.

Examination results in national tests at the end of Year 9 have been close to average over the past four years. This represents added value when compared to the pupils' standards when they entered the school. These results are well above average when compared with pupils in similar schools. The school reports improvements in test results at the end of Year 9 in 2000 in line with the improved standards as pupils enter the school.

In work seen during the inspection, standards overall were in line with expectations. There are particular strengths in English where the development of pupils' literacy skills is good. Numeracy is a focus of work in mathematics and science and pupils use ICT in many subjects. However, ICT is used more effectively in Years 7-9 than in later years. Pupils' achievement is good across the school in most subjects but is particularly good in the core subjects of English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show excellent attitudes to school and to each other.
Behaviour, in and out of classrooms	Excellent, even when the accommodation presents difficulties such as in narrow corridors and the canteen.
Personal development and relationships	Pupils develop excellent relationships with each other and with adults. This has a significant positive impact on their learning.
Attendance	Attendance is satisfactory.

In all lessons pupils' learning is greatly enhanced by their excellent attitudes and they work collaboratively in many lessons. This develops their oral skills and encourages the acquisition of knowledge and understanding. All pupils have very mature attitudes to their work and they all express great pride in their school. Their behaviour is so good that teachers are regularly prepared to take risks and stretch pupils to greater efforts and higher achievement. The school is relentless in applying a range

of strategies to improve attendance rates and is proud of the success it has when the challenging local situations are considered.

TEACHING AND LEARNING

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

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

In the 49 lessons seen during the inspection, teaching was satisfactory or better in 98 per cent of lessons, of which 29 per cent were good, 31 per cent were very good and 8 per cent were excellent. Only one lesson was unsatisfactory. In English, mathematics and science, teaching is good throughout the school, with very good lessons seen in all three subjects. Experienced teachers support weaker pupils in Key Stage 4 very well. This encourages the pupils to attend more regularly and raises their expectations of success in examinations.

Teachers make good provision for pupils to develop their language skills in English lessons although it is less secure across the curriculum. Provision for numeracy is in the early stages of development, but teachers of mathematics and science are giving additional emphasis to the development of pupils' numerical skills. Excellent teaching was seen in physical education, English and art. These lessons are characterised by high expectations and a good range of strategies to engage and challenge the pupils. Planning ensures good use of time and opportunities for pupils of all abilities to make good progress. In lessons where the quality of teaching was less strong the weaknesses were in the planning. This does not take sufficient account of the needs of different pupils and tends to focus too much on teacher instruction and control. Pupils' learning is good because of their excellent attitudes and behaviour that are well supported by good teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although there are more strengths than weaknesses, the current curriculum is unsatisfactory because statutory requirements in ICT for 16 year olds are not yet fully met. There are weaknesses in the provision for numeracy.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress because of good support from classroom assistants and good awareness of their needs from teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and moral and social development are very good. Spiritual and cultural development are satisfactory. Support for pupils' personal development is a particular strength. The programme of personal and social education is well organised.
How well the school cares for its pupils	Staff in the strong pastoral teams ensure both achievements and concerns are recognised and responded to. Year Heads provide clear guidance and support. However there are some minor concerns about procedures for ensuring pupils' health and safety.

The school recognised a problem in the attendance and attitudes of a small number of pupils in Year 11 in recent years. Action taken includes a better range of courses and a focus on teaching styles. This has significantly improved the overall provision for these pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. There are strong pastoral teams and some curriculum managers of very high quality, for example in English. The headteacher provides very good leadership and has established a strong ethos across the school that is well supported by senior and middle managers. This provides a firm foundation for the good learning.
How well the governors fulfil their responsibilities	Satisfactory. Governors are well organised and have a strong loyalty to the school. There are, however some difficulties in the recruitment of new members, attendance at meetings and the strategic role of governors.
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 quality across all areas.
The strategic use of resources	Very good financial control ensures best use of resources. Planned and actual expenditure is scrutinised to ensure best value.

The headteacher, supported by senior staff, has created an ethos where young people feel secure, enjoy the challenges of school, grow in confidence and are well prepared for the next stage of their education. Although Christian values provide a strong foundation for learning and the personal development of pupils, individual subjects do not give enough attention to spiritual development in their planning or teaching.

There are, however, areas for further development. There is inconsistency in the standards achieved in subjects and in the overall quality of the management of different areas of school performance. These were identified as key issues at the last inspection and the school has made some improvements in these areas. The school produces plenty of data and is beginning to analyse information more rigorously to determine areas of strength and areas for further improvement. However, information about individual pupil progress, particularly at Key Stage 3, and of the performance of different groups of pupils, is not yet used to full effect. While the school has made good improvement since the last inspection, there is still room for further improvement. For example, the statutory requirements for ICT at Key Stage 4, the monitoring of health and safety, and the below average standards seen in some subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Pupils are expected to work hard and achieve their best	Arrangements for homework are uneven
Pupils make good progress	Pupil lockers
Teaching is good	More information about pupils' progress
The school is well led and managed	Closer liaison between the school and parents
Pupils are helped to become mature and responsible	
The school is approachable	

The responses to the parents' questionnaire and at the parents meeting are all strongly positive and very supportive of the school. There were no significant areas of concern. The inspection fully endorses the positive views of parents and that the arrangements for homework are uneven. It accepts the view of the school that providing lockers for pupils could add to difficulties of health and safety.

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 in Year 9 in English, mathematics and science have been close to national averages for the past four years. Assessment information shows that the school is adding value. Pupils entered the school in previous years with standards that were below those expected for their ages, yet national test results at age 14 and examination results for 16 year olds are now close to the national average. GCSE results in the core subjects of English, mathematics and science are some of the strongest in the school.
2. At the end of Year 9 in 1999, results overall were close to national averages, and well above the average when compared to pupils in similar schools. Results in GCSE examinations at the end of Year 11 in 1999 have improved by 9 per cent since 1994/5 for the proportion of pupils gaining five or more higher grades (A-C). They have improved by 14 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, performance is well above average for the average point score and for the progress made from their tests at the end of Year 9 in 1997.

The headteacher provides very good leadership and management of the school is very good. This has a significant impact on the school's standards and provides a positive atmosphere.

3. The headteacher provides very good leadership and management. He has built up over a number of years in the school a clear expectation of high standards and behaviour, based on strong Christian values. He is well supported by a senior team and governors who are very committed to the school. Together they form an effective leadership team and generally give clear direction for the school. There is a vision of how the school can improve and a determination to meet targets. All staff are very keen to ensure performance across the school is of the highest quality although there remain some weaknesses in the clarity of the overall strategic planning.
4. The senior management team is well supported by members of the governing body. The governors are knowledgeable and experienced with a satisfactory understanding of the strengths and weaknesses of the school. They undertake regular scrutiny of many aspects of the work of the school with a clear focus on outcomes. They are well organised and use the committee structures to keep up to date on school developments. They request reviews of subjects or departments that do not seem to be performing well, regularly review the performance of the headteacher and set him challenging targets. There is rigorous management of school resources although expenditure is not always fully reviewed for the impact it will have on attainment.
5. The headteacher and senior managers have implemented a series of systems and structures to improve teaching and learning. There is clear line management from the senior management team and most staff have clearly expressed job descriptions. The school has developed and implemented effective monitoring systems for pupil attainment and personal development. The headteacher has 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 very successfully in summer literacy schools and in the Trident work related project in Years 10-11. Good use is made of the Excellence in Cities funding to provide enhanced programmes for some pupils who have previously been reluctant learners and for the more gifted and talented pupils.

The behaviour and attitudes of the pupils are excellent and this provides a firm foundation for learning.

6. In 96 per cent of lessons seen the response of pupils was good, very good or excellent. In 4 per cent it was satisfactory. Never was it less than satisfactory. In 14 per cent it was excellent. There were 53 per cent of lessons seen where attitudes and behaviour were very good and 29 per cent where it was good. This is much more than is normally observed and reflects the very positive atmosphere in the school and the excellent relationships between all staff and pupils.
7. Pupils' learning is greatly enhanced by this positive environment. It encourages both pupils and teachers to take risk and embrace challenge. For example, Year 7 pupils enjoyed making a hand-held game in design and technology. They confidently and safely used a good range of tools and materials including power tools. They were able to talk enthusiastically and knowledgeably about the project, illustrating clearly good examples of independent learning as they described the reasons for their choices of design.

Teaching is good across subjects with a significant number of very good and excellent lessons that provide opportunity for further development of teaching skills across the school.

8. Teaching in many subjects is good and this enables pupils to learn well and to improve their understanding. Teachers know their subject very well and they generally provide work that is effectively planned to match the ages and attainment of pupils. They use lively teaching methods and generate enthusiasm, which helps pupils to make good progress. For example, in a Year 11 English lesson, higher attaining pupils studied poetry from different cultures. The range of teaching strategies was identified clearly in the planning and fostered high challenge and expectations. This encouraged curiosity and full engagement by pupils. 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 and in the effective use of homework. This helps pupils to gain a good knowledge of their own learning, particularly in Years 10-11. Teaching of very high quality was seen throughout the school. In Year 9, during a study of Aboriginal art, a teacher's excellent planning over a series of lessons, led pupils enthusiastically through stepped exercises on the development of imaginative skills and new painting techniques. The combination of very good subject knowledge, collaborative relationships, a relentless pace and high expectations led to high quality work by pupils.
9. Teachers in English are developing very effective systems to promote literacy although support from other subjects for the literacy policy is less effective. There was very good development of oral skills seen in many lessons where teachers successfully employed a variety of strategies to encourage collaborative debate between pupils working in groups. For example, in nearly all science lessons pupils were engaged in practical activities that focused on scientific investigations. These were carried out in pairs or small groups and in all cases, pupils worked together co-operatively. There were high levels of discussion about the tasks, with good use of technical vocabulary. Mathematics and science focus on the use of numbers although there is no school policy for numeracy at present.

There are strong pastoral teams and well-developed procedures to monitor pupils' academic and personal development. This supports the excellent behaviour of pupils and ensures a secure environment for learning.

10. There are highly effective pastoral teams of heads of year and their form tutors, reporting to a senior teacher. 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. Senior staff gather a number of different sources of information about pupils' attainment when they arrive in Year 7 and as they move through the school. They are beginning to identify targets for examination success in future years.

11. The school provides good opportunities for pupils' personal development. There is a structured programme of personal and social education, participation in sport, music, dance and drama and opportunity provided through enrichment classes 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.
12. Pastoral teams deliver the personal and social education programme, which is a good series of activities designed to support pupils and encourage them to become independent learners. The quality of teaching seen in these lessons was good. Pupils and their parents speak highly of the way the school promotes mature behaviour 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 and a range of topics including "What is acceptable behaviour?" and "Relationships and self esteem".
13. The improvement of attendance has been a particular focus of the pastoral teams in recent years. The school has recognised that a significant number of pupils enter the school with records of poor attendance and high truancy. These pupils are challenged and supported to improve their attendance, using a wide range of strategies. Although attendance rates across the school are average, they show a slight improvement each year and both senior staff and governors are fully aware of their responsibilities in constantly monitoring this area of school performance.

WHAT COULD BE IMPROVED

The school does not fully comply with statutory requirements for information and communication technology (ICT) for 16 year olds. Some pupils are not receiving sufficient opportunity to develop their skills.

14. Although there have been significant improvements made to the facilities in ICT since the last inspection, the school does not yet provide enough teaching and use of ICT across the curriculum to meet fully statutory requirements for all 16 year old pupils. Those pupils who study a GCSE course in Information Systems have satisfactory provision although the standards achieved are below expectation and pupils make unsatisfactory progress. All pupils in Year 10 have a short course as part of their Personal and Social Education programme although this brief experience is not sufficient to teach and develop the full range of pupils' skills in ICT. The school has good ICT facilities and a booking system for their use. However departments have not yet all integrated ICT into their schemes of work. Pupils do not regularly use ICT to support their learning in other subjects as much as they should. The school is not ensuring that all pupils make appropriate progress in developing the use of ICT in other subjects, nor tracking their ICT skills.
15. There is some good teaching of ICT in lessons in Years 7-9. For example, pupils in Year 8 designed a weather report using Powerpoint. They incorporated animation, interesting fonts and graphics and were greatly motivated by the opportunity to show their finished designs on the electronic whiteboard. The school is beginning to use the national guidance for programmes of study to good effect. Pupils in Year 7 enjoyed learning about databases in a way that encouraged them to share data collected in their books yet ensured that they acquired new knowledge and skills. However, there are weaknesses in the leadership and management of the subject with some unsatisfactory co-ordination and monitoring across subjects. Teacher assessments reported at the end of Year 9 in 1999 indicate standards which are above average and better than many other subjects in the school, yet GCSE results in 1999 did not meet the school targets. The reliability of assessments in Year 9 cannot be assured.

The strategic vision for further improvement in school performance is not sufficiently sharply formulated and articulated to ensure that all staff and governors are able to fulfil their responsibilities in supporting improvement.

16. The headteacher has a vision for school improvement and all members of the senior team are very keen to implement ideas that target areas of weakness in school performance. However, the overall strategy for future development across different areas of school performance is not well documented. It does not build on rigorous review of actions previously identified. There is insufficient clarity and coherence about the place of recent initiatives such as Excellence in Cities in the overall vision for school improvement. This prevents key staff and governors from having a clear understanding of their responsibilities, the expectations on them to meet targets and review regularly.
17. The current School Improvement Plan was written for the period from January 1999 to January 2002. It is sufficiently detailed to July 2000 with three key areas for development including raising standards in Year 9, improving the quality of monitoring within the role of the leadership group and continued improvements to accommodation and resources. The current plan was written in consultation with subject leaders and pastoral teams following conferences organised in 1998. It builds on the previous School Development Plan from 1996 to 1999, the OFSTED Action Plan and a detailed plan for the development of ICT commissioned by the school from an external agency. During the last year there has only been a limited attempt to find out how well the school has achieved its targets. Targets for the next twelve months have not been clearly identified. Significant amounts of time have been spent recently in producing the Excellence in Cities Plan. This is well written and does generally focus on the needs of the school. However, it tends to distort the overall vision for the school because it is driven by criteria imposed by external sources rather than being built on areas for development which are central to the school itself.

18. Subjects are reviewed annually and there is a two year cycle of internal inspection of targeted areas by the senior team. These ensure that information is collected regularly and actions are identified. However, subject development plans vary in quality and even the best lack rigour. There is no consistent format and in some cases it is not clear how the department plans link to the school plan. When the school monitors how well subject departments carry out their plans, it does not look critically enough at how the plans raise standards or provide value for money. In some areas of school performance, low standards or unsatisfactory provision have been a feature for several years, for example in history and ICT. Insufficient effective action has been taken in these areas by both senior staff and governors.

Although the school collects data frequently and regularly across most areas of school performance, the use of data to inform effective action and to promote pupil progress is less secure.

19. The school uses many different systems to collect data about pupils' attainment. National tests at the end of Year 6 and assessment information held by the school indicate that standards on entry to the school have been close to the national average for the past four years. The school is beginning to use this information to set targets for pupils in GCSE examinations. They have set a target of 35.7 in the average points score in 2001 with the present Year 11 and they intend to challenge the 50 per cent target for grades A-C in 2002 with the current Year 10. These represent appropriate targets in Year 11 across the school although they are not yet broken down into targets for specific subject areas. The overall success at reaching targets in GCSE results disguises some weaknesses and inconsistency across subjects. In Years 7-9 there are few targets set for the core subjects to aim for in the national tests. In view of the raising standards on entry to the school, the targets for improvement at the end of Key Stage 3 should reflect greater progress by pupils as they move through the key stage.
20. Most subjects collect test results that measure pupils' attainment. There is feedback to both pupils and parents. In Year 11 pupils are working towards individual targets guided by their tutors. Assessment records are used well in many 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.
21. The school does not compare its examination results rigorously enough with results achieved by schools nationally or with schools in a similar social context. There are very few staff and governors who are fully aware of how to judge value for money and the relationship between funding and the impact on standards and quality of provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. Adopt a more coherent approach to development planning with clear links between whole-school and departmental plans.

(Paragraphs 16 - 18)

2. Ensure that all plans show clearly how future improvements will be implemented by explicit indications of targets, costs, timescales, responsibilities, success criteria and staff development needs.

(Paragraphs 16 - 18)

3. Build regular review into the planning cycle with opportunity for modification in response to changes in circumstances, such as external initiatives.

(Paragraphs 16 - 18)

4. Ensure the rigorous use of assessment information, including pupil data and national benchmarks, to identify possible areas of strength and weakness. This should be at whole - school, subject and classroom levels with the setting of clear targets based on these analyses.*

(Paragraphs 19 - 21)

5. Develop the role of the governors in reviewing school performance, for example in subjects or lessons that consistently fail to produce high standards, such as history. Ensure all statutory requirements are met, including ICT for all 16 year olds, and health and safety requirements.

(Paragraphs 14/15, 16 - 18)

**The school has already identified this area for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	31	29	31	2	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	712	N/a
Number of full-time pupils eligible for free school meals	176	N/a

Special educational needs

	Y7-11	Sixth form
Number of pupils with statements of special educational needs	30	N/a
Number of pupils on the school's special educational needs register	88	N/a

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	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	8.26
National comparative data	9

Unauthorised absence

	%
School data	0.25
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	72	63	135

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43	42	41
	Girls	46	34	34
	Total	89	76	75
Percentage of pupils at NC level 5 or above	School	66 (68)	56 (53)	56 (48)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	21 (36)	32 (24)	21 (16)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	42	46	47
	Girls	46	38	50
	Total	88	84	97
Percentage of pupils at NC level 5 or above	School	65 (61)	62 (62)	72 (60)
	National	64 (61)	64(64)	60 (61)
Percentage of pupils at NC level 6 or above	School	25 (23)	38 (26)	30(24)
	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	85	70	155

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	35	82	82
	Girls	36	65	65
	Total	71	147	147
Percentage of pupils achieving the standard specified	School	46 (48)	95 (96.6)	95 (96.6)
	National	46.6 (44.6)	90.9 (89.8)	95.8 (93.4)

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

GCSE results		GCSE point score
Average point score	School	38

per pupil	National	38 (36.8)
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Figures in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	708
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	86	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)	42
Number of pupils per qualified teacher	16.9

FTE means full-time equivalent.

Education support staff: Y7-Y11

Total number of education support staff	2
Total aggregate hours worked per week	74

Deployment of teachers: Y7-Y11

Percentage of time teachers spend in contact with classes	71.6
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Average teaching group size: Y7 – Y11

Key Stage 3	25.2
Key Stage 4	21.5

Financial information

Financial year	1999-2000
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	£
Total income	1771354
Total expenditure	1791754
Expenditure per pupil	2493
Balance brought forward from previous year	95528
Balance carried forward to next year	75128

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

719

Number of questionnaires returned

333

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	2	1	2
My child is making good progress in school.	56	43	0	0	1
Behaviour in the school is good.	45	49	3	0	4
My child gets the right amount of work to do at home.	36	50	11	1	2
The teaching is good.	51	45	1	0	3
I am kept well informed about how my child is getting on.	40	48	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	53	40	4	1	2
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	33	55	10	0	2
The school is well led and managed.	55	41	1	1	3
The school is helping my child become mature and responsible.	55	39	4	0	2
The school provides an interesting range of activities outside lessons.	47	40	6	2	5

Other issues raised by parents

Parents were concerned about the lack of lockers in school. They felt that it was not healthy for pupils to be carrying heavy bags around and there is no place that is secure for pupils to leave valuables. The inspection and the school share these concerns.