

INSPECTION REPORT

THE FITZWIMARC SCHOOL

Rayleigh

LEA area: Essex

Unique reference number: 115338

Headteacher: J Fuller

Reporting inspector: T Browne
1503

Dates of inspection: 9 - 12 October 2000

Inspection number: 223981

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	J Foley
Date of previous inspection:	23 January 1995

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The FitzWimarc School is a mixed 11 - 16 comprehensive school serving the local community of Rayleigh. The school is over-subscribed. With 1,302 pupils on roll the school is bigger than other secondary schools nationally. The proportion of pupils eligible for free school meals is below the national average. Very few pupils are from ethnic minority backgrounds. The proportion of pupils on the register of special educational needs is well below the national average. Attainment on entry is currently above average.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards are high because of the good teaching and the pupils' hard work. The staff are dedicated and create a positive climate for pupils' learning. Overall leadership and management are good and there is a commitment to making the school even better. The school provides good value for money.

What the school does well

- Standards are high and continue to improve.
- Pupils behave very well and have very positive attitudes to work.
- The teaching seen was good overall and about one third was very good or better.
- The curriculum provides a very good range of opportunities for pupils.
- Sporting achievement is outstanding.

What could be improved

- Opportunities for more oral work and independence in pupils' learning.
- Provision for pupils' spiritual development.
- The quality and use of individual plans for pupils with special educational needs.

The areas for improvement will form the basis of the governors' action plan. The key areas are incorporated in the school development plan and are already being addressed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the school has made a good improvement since the last inspection in 1995. This reflects the current commitment and capacity to improve further. Standards at ages 14 and 16 have risen. The school's GCSE results have improved more quickly than the national rate of improvement. Since the last inspection, the school has been awarded the prestigious Sportsmark Gold award and has become a language college. Most of the key issues identified at the last inspection have been tackled well. In particular, the school continues to foster a culture of achievement successfully, and the achievement of boys is being improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The Year 2000 results for 14 year-olds in English, mathematics and science have continued to improve. The GCSE results also suggest further improvement, with 68 per cent of pupils achieving 5 A* to C grades, although national averages are not yet available for comparison.

The 1999 test results for 14 year-olds were well above the national average in mathematics and science, and above average in English when compared with all schools nationally. These results were above average when compared with similar schools, with particular strengths in mathematics. The improvement in these good results over the last few years has been broadly in line with the national trend. Pupils make good progress in the core subjects from ages 11 to 14 and generally produce work that is well above the expected standard.

The 1999 GCSE results were well above average compared with all schools nationally and above average compared with similar schools. In 1999, 64 per cent of pupils achieved 5 A* to C grades. Over time, the improvement in the results has been above the national trend, and data indicate that pupils make good progress from ages 11 to 16. GCSE results in mathematics, science and English literature have been particularly strong. In the last two years results in dance, drama and physical education have also been strong whereas results in French, Spanish, geography and resistant materials have not been as good as other subjects. These variations were reflected in the quality of pupils' work seen during the inspection.

Girls achieve very high standards. Whilst appearing to do less well, boys achieve standards that are above average compared to boys nationally. Literacy, numeracy and computer skills are generally well used across subjects, although the school continues to give these a high priority for development.

The school has set sufficiently challenging targets for GCSE results in Years 2000 and 2001, and has based these on a thorough analysis of assessment data.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are highly motivated and this is a key factor in their good achievement. They are keen to learn and do their best.
Behaviour, in and out of classrooms	Pupils are very well behaved both in lessons and around the school. No pupils were permanently excluded last year.
Personal development and relationships	Relationships between all those in the school community are very good. Pupils respect and support each other. They are responsible, and show initiative and independence when given the opportunity.

Attendance	Very good. The attendance rate is well above the national average and unauthorised absence is below the national average.
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TEACHING AND LEARNING

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

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

Teaching was judged very good or excellent in 30 per cent of the lessons seen and good in a further 41 per cent. It was less than satisfactory in 1 per cent of lessons.

The teachers have very good subject knowledge, enthusiasm for their subjects and high expectations. These factors play a significant part in helping pupils to make good progress and achieve good results. Teachers' planning and their use of resources are often very good, and in the better lessons teachers ensure pupils are actively involved in their learning. The use of praise and reward is a major strength across the school. Homework is taken seriously by pupils and it makes a good contribution to their learning.

In a minority of lessons teachers talked too much themselves and pupils had too few opportunities for oral work. In such lessons the pupils could not use initiative or develop independence in their learning. However, in a high proportion of lessons pupils showed keen interest and concentrated very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum, which is broad and balanced, provides a wide range of opportunities for all pupils. There is very good extra-curricular activity such as sport and drama. Work experience is a particular strength. However music in the school is a weakness, and the morning form period time is not used well enough overall.
Provision for pupils with special educational needs	Satisfactory overall. Some sensitive individual help is given in lessons and in small groups, which, together with their effort, helps these pupils succeed at GCSE. However, educational targets for these pupils need to be more precise to help teachers plan more appropriately, and thus enable pupils to make better progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The positive ethos of the school contributes to pupils' very good moral and social development. Pupils' cultural development is good, for example through trips and visits and the consideration of other cultures in subjects. However, provision for pupils' spiritual awareness across the curriculum is weak, with pupils having few opportunities for reflection. The school does not meet the statutory requirement for a daily act of collective worship.
How well the school cares for its pupils	Staff care for the pupils well and provide considerable help to ensure they make good progress. Arrangements for child protection are in place. The strong sense of the importance of health and safety is reflected for example in the teaching of science, technology and

	physical education.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Both leadership and management are good. The headteacher has a clear vision for the school and has fostered a strong commitment to improvement in the quality of teaching and learning. The school has recently established new management teams and it is too early to make a secure judgement about their impact. Leadership of the core subjects is very effective in assuring high standards.
How well the governors fulfil their responsibilities	The governors are committed, very supportive of the school and fulfil their responsibilities. They know the school well and are becoming more fully involved in shaping its future direction.
The school's evaluation of its performance	The school has established very good systems to monitor and evaluate the quality of teaching and pupils' work, and to provide valuable feedback. These are being used to bring about further improvements in teaching and in pupils' attainment.
The strategic use of resources	Good strategic use has been made of the resources available to provide a very effective environment for learning. The principles of best value are being implemented, for example in carefully analysing examination results and in gaining the best for all pupils from the language college development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress; • Behaviour in the school is good; • The teaching is good; • The school sets high expectations; • The staff are approachable; • Their children are helped to become mature and responsible; • The school is well led and managed; • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • Being well enough informed about progress; • How closely the school works with parents.

The inspection evidence matches the parents' positive views. The vast majority of parents are very supportive of the school and this contributes to the high standards their children achieve. The headteacher recognises that more could be done in terms of working closely with parents. However, the school provides annual written reports and meetings for parents about pupils' progress, and continues to review and develop these arrangements. Many parents appreciate staff being approachable and providing information and help if asked for.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and continue to improve

1. The standards achieved by pupils at FitzWimarc are high, with results that are well above the national averages in tests for 14 year olds and in GCSE examinations. The overall results for 14 year olds in English, mathematics and science have been above average in recent years when compared with similar schools. The upward trend in pupils' average points in these tests has been broadly in line with the national trend. Both boys and girls have achieved well above the national average over the last four years, although girls' results have been even better than boys' over this time.
2. Results in GCSE examinations at age 16 are also well above the national average and above the average for similar schools. These good standards have been maintained over recent years, and have shown a steady improvement at a faster rate than nationally. Whether compared with similar schools on the basis of free school meals or compared with pupils of similar prior attainment at age 14, the pupils' GCSE performance is above average. The 1999 results were particularly good in science and in English literature. The 2000 results showed a further rise in the proportion of pupils achieving five higher grades at GCSE. Although the school has worked hard and improved the performance of boys, the girls achieved on average about half grade higher in 2000, even though data suggest they started at age 11 in 1995 with lower standards than the boys.
3. In addition to the core subjects, the GCSE results in dance, drama and physical education have been particularly strong in the last few years. Written work seen in English, mathematics and science was of high quality. Overall, both average and higher attaining pupils produce detailed and accurate work, whilst lower attaining pupils show they acquire sound knowledge and skills. Results in French, Spanish, geography and in resistant materials have been relatively weaker. These variations in standards were reflected in the quality of work seen during the inspection. The work in a Spanish lesson, for example, lacked challenge and involved pupils at a low level, with tasks more suited to an earlier stage of study. In several geography lessons the very willing pupils produced relatively low level work. In subjects where standards appeared lower than others, the pupils' diligence rather than the quality of teaching was the main factor in their achievement.
4. The high standards in a drama lesson for example resulted from some excellent teaching that challenged the pupils to explore characterisation. The teacher showed skilful intervention and guidance. A well-established technique involved pupils in three discussing scenarios then improvising "in role." In a science lesson some lively teaching of a low-ability group indicated how the very good results are achieved. Pupils were continuously and skilfully challenged to explain ideas and solve problems related to an electrical circuit. The lesson content and the resources were very carefully prepared so that pupils made good progress in their knowledge, understanding and skills.
5. The overall standards seen in lessons and in the sample of work were high. The written work suggested that pupils are very diligent and produce large volumes of work. The work of lower attainers is carefully set out. Good feedback from teachers, as in art for example, also helps pupils to achieve high standards.

Pupils behave very well and have very positive attitudes to work

6. Throughout the school pupils are very well behaved and display very positive attitudes to their work. They are highly motivated and want to achieve well. These features make an important contribution to pupils' progress. Pupils are very attentive in lessons, listening carefully to teachers' explanations and instructions, even though these sometimes go on for too long. Pupils settle to work very quickly at the start of lessons and co-operate well with their peers and their teachers. During the inspection, pupils' behaviour and attitudes were judged to be very good or better in over three quarters of the lessons observed. In an excellent Year 10 art lesson, pupils of all abilities were all highly motivated because the teacher set high expectations and was constantly encouraging. The pupils' positive response to school is further illustrated in an attendance rate that is well above the national average and in an unauthorised absence rate below the national average.
7. A key factor in the pupils' response is the commitment of teaching staff to their progress and welfare. Many teachers give freely of their time out of classrooms, either to support individual pupils or to contribute to the range of extra-curricular activities. In discussion, the pupils said how they appreciated the time provided by teachers to help them. Teachers provide extra subject lessons after school, for example in GCSE dance and additional mathematics, and many teachers have built up additional learning resources, such as revision notes or videos, that can support the pupils in preparing for examinations. Pupils also commented on the excellent extra-curricular opportunities generously led by staff.
8. Pupils behave very well around the school building, for example at breaks and lunchtimes. Despite the amount of movement needed between the many different parts of the accommodation and the potential disruption of building works during the inspection, the pupils were co-operative and behaved very well at all times.
9. A key factor to the good response of the pupils is the high quality of relationships between staff and pupils. These are based on warmth and respect, with good humour among all those in the school community. These very good relationships help to create a harmonious school community. The pupils are self-disciplined and relaxed and the staff enjoy their work. The teaching staff are thus able to set high expectations in both pupils' attitudes and work. There is a joint commitment to high achievement.

The teaching seen was good overall and about one third was very good or better.

10. There are many strengths in the teaching and these help the pupils to make good progress.
11. The teachers have very good subject knowledge, which they use to stimulate interest and challenge pupils' thinking. For example in a mathematics lesson the teaching was rigorous in explaining quadratic functions and making a link with graphs. In an ICT lesson the teacher's knowledge and use of technical language were key factors behind the very good progress being made. In an art lesson pupils were skilfully helped to observe images and use techniques to better effect in their own work. Throughout the school, teachers communicate their enthusiasm for their subject, although pupils could be encouraged to be more active in sharing this.
12. Teachers also use their good knowledge of the examination requirements, and make constructive references to these during lessons. This contributes to the very high expectations of pupils working towards GCSE. For example, a very good Year 11 history lesson on Vietnam was very well planned in preparation for coursework and the teaching was lively and academically challenging. Despite this and the excellent relations, the pupils were reserved and reluctant to take risks by expressing opinions or ideas.

13. Planning and preparation are often very good. When learning objectives are shared with pupils at the start of a lesson, this helps to give lessons a strong sense of purpose. For example, plans for a German lesson were highly detailed, key objectives were put on the board for pupils and the lively use of flashcards and original photos led pupils to be active in discussing daily routines in the target language. In a well-organised and demanding English lesson, Year 7 pupils explored some modern poetry and very effectively developed a range of reading and listening skills.
14. Teachers' use of resources is good. For example, in a science lesson, the teacher reinforced an informative introduction by using her own photographs, samples of volcanic lava, a video about volcanoes and written work from well-focused worksheets. Science teaching generally benefits from a detailed scheme of work, and this is a further key factor in the very good science results.
15. Homework is set regularly and this makes a positive contribution to pupils' learning. Pupils themselves commented on how they appreciate the value of homework, but some were also quite discriminating in saying how this varies between subjects. A small proportion of parents indicated concern about the setting of homework, but pupils were seen to use their individual organisers very well to manage their homework.
16. Classroom management is very good overall. Pupils are familiar with the routines, they get ready to learn quickly, listen attentively and settle to individual work sensibly. Relationships between teachers and pupils are very positive and this contributes to the calm and purposeful learning environment in the school.

The curriculum provides a very good range of opportunities for pupils.

17. The curriculum for 11 to 14 year old pupils is broad and balanced and meets fully the statutory requirements. Personal and social education is taught as a timetabled subject in all years, as is information and communications technology (ICT) in Year 7. Although pupils' ICT skills are developed further through subjects during Years 8 and 9, the school recognises the need to fully secure the ICT provision in these two years. From Year 8, a majority of pupils are able to study a second foreign language. Those who do not are able to study classical studies and this slightly affects all pupils' access to the same full curriculum. Drama is timetabled in Year 7 but is only available in Years 8 and 9 within classical studies. Despite these limitations, the overall quality of the curriculum for these years is good. Curriculum planning, such as that in physical education, is very thorough and this contributes to pupils' progress. Also the use of setting is developed effectively, notably in the core subjects and French.
18. Pupils aged 14 to 16 years study a core curriculum with four option subjects, which they chose from well-structured groups to ensure breadth. The curriculum is significantly enhanced by the provision of a short course in religious education and the introduction of a similar initiative in physical education. All pupils take a basic ICT skills qualification, which is most valuable, and pupils with particular learning difficulties can follow a supportive studies option. The older pupils have been very successful in all three aspects of the Project Trident Award: work experience, personal challenge and community service. The careers education lessons seen were of high quality. The quality and range of the curriculum for 14 to 16 year olds are very good.
19. The curriculum is enriched by a very good extra-curricular sports programme throughout. There are innovations such as the pilot of Latin-on-line and a combined French and ICT course for 14 to 16 year olds. The dedicated staff provide a range of foreign exchanges, visits and excursions. Pupils benefit from the well-stocked library and very good careers facilities. Overall the curriculum has been thoughtfully planned to meet the needs and

aspirations of the pupils. There is equal access to all areas of the curriculum and this is leading to the breaking down of stereotyping, for example with boys studying dance and girls working with resistant materials in technology.

20. School productions are popular. They involve large numbers of pupils who prepare in their own time and benefit from the skilful guidance of staff. An annual arts evening provides a link with the community and pupils have been very successful in the county "Have your say" modern foreign languages competition. Pupils can perform in an orchestra and a choir and there are some musical events such as a recent singing workshop for all Year 7 pupils.
21. Music, however, is a weak area of the curriculum. The poor take-up of the subject at GCSE reflects the limited interest and confidence in the subject generated for pupils up to the age of 14. Extra-curricular opportunities in music are relatively few and this is an unusual weakness, especially alongside the strengths of sport and drama. It is for example unfortunate that a school musical production has to rely on taped music for its accompaniment. Some parents commented on their disappointment about standards and opportunities in music. The range of inspection evidence supports these views.

Sporting achievement is outstanding

22. The school and its pupils are rightly proud of the sporting achievements at FitzWimarc. High standards were seen in both lessons and extra-curricular activity. Teams and individuals regularly perform well at national and county levels in a wide range of sports. The inspectors saw the success being based, as claimed by the school, on the philosophy of maximum participation, rather than elitism. This was echoed by the comments of pupils, who had positive attitudes to sport and, unusually, towards health and fitness. However, it is only fair to add that a small number of parents perceive that sport is given too high a profile by the school.
23. In physical education lessons the overall quality of teaching was very good. The dedication and expertise of the teaching staff, the thorough planning and the high expectations of all pupils were amongst the strengths in the teaching seen. Pupils responded accordingly and performed at levels well above those expected for their ages. For example in two very good girls' basketball lessons, pupils were learning skills and tactics very effectively because of the demanding teaching. Small group skill practices were carefully managed with expert instruction to extend the skills of defence. Although there was little evidence of pupils evaluating their own and others' work, especially in the boys' lessons, the teaching approaches were clearly effective.
24. Both the staff and pupils display excellent commitment to the extra-curricular sport. The facilities, which have been much improved since the last inspection, are in good use before school, at lunchtime and after school. Staff set high expectations for practices and pupils match this in their response. The six full-time PE staff run most of the activities themselves, with some additional help from other staff. The opportunities for competitive as well as recreational sport are much appreciated by the pupils.

WHAT COULD BE IMPROVED

Opportunities for more oral work and independence in pupils' learning

25. The pupils achieve high standards because the overall quality of teaching is good and the pupils work hard. Across the school there are strengths in teaching such as teachers' expertise, planning, high expectations and relations with pupils. The response of pupils is very good and they are keen to learn. This is a strong position from which to improve further the quality of teaching and pupils' learning.

26. However, in a minority of lessons teachers talked too much themselves and pupils had too few opportunities for oral work. For long periods the pupils were passive. They often just listened in silence to the teacher and then worked individually at exercises. Pupils were unable to learn from discussion or to use their initiative. Pupils themselves perceptively said that they disliked it in lessons when they lose concentration, get bored and are not able to learn by discussing ideas.
27. For most of one music lesson the pupils had to listen to the teacher and to recorded music. The pupils listened patiently but had no opportunity to be actively involved in performing or appraising. In several effective mathematics lessons the teacher's exposition was accurate and helpful, but did not involve pupils in any discussion. Although pupils could follow instructions to solve standard problems, their understanding of ideas and methods was restricted. Improvement might draw on examples of very good teaching in the school. For example, in a very successful German lesson the pupils were all actively involved in a variety of tasks that contributed to good gains in knowledge and understanding.
28. Work has been undertaken to develop pupils' literacy skills in subjects across the curriculum. This continues as a priority of the school development plan. This focuses on the expectations of pupils' spoken and written English, use of Standard English, discussion in pairs and small groups, and schemes of work identifying opportunities for improved literacy. All these developments need to continue and to draw on some of the very good practice that exists in the school. For example, in a history lesson the teacher challenged pupils to spell difficult words, corrected them for using sloppy language but encouraged them to articulate ideas despite their inhibitions. Good oral work was a feature of science lessons where discussion in pairs helped pupils to understand ideas.
29. Teachers' questioning across the school varied in quality. Much was satisfactory but tended to elicit mainly short responses. Pupils were little experienced in responding to open-ended questions or in exploring ideas. They generally did not want to risk being wrong. In a religious education lesson on understanding disability, too much teacher talk was interspersed with pupils writing simple answers. Pupils' views were not explored to raise relevant issues. Across the school, teaching rarely sought pupils' own views.
30. Teaching needs to encourage pupils to think more about the work for themselves so they can learn how to improve, and to apply and extend their learning to new situations. Pupils need to be more actively involved in their own learning and so become better equipped as learners themselves.

Provision for pupils' spiritual development

31. Provision for pupils' spiritual awareness across the curriculum continues to be under-developed as at the last inspection. The religious education (RE) lessons seen provided some good opportunities for pupils' spiritual development and the involvement of all pupils in a GCSE short course in RE is a positive feature of provision. Pupils were given very few opportunities in other lessons for reflection or to raise their own questions, which are key ways to support spiritual development.
32. The school still does not meet the requirement for a daily act of collective worship, which is an opportunity for pupils to explore values and beliefs. Acts of collective worship comprise only one weekly assembly for each year group. Those seen during the inspection were actually all of high quality. The headteacher very skilfully promoted some powerful messages on a spiritual and moral theme. Pupils responded very well and gained much from the occasion.

33. In order to improve provision, opportunities for spiritual development need to be incorporated where appropriate in the teaching. The school might also keep its approach to collective worship under review.

The quality and use of individual plans for pupils with special educational needs

34. There has been a recent change in the co-ordination of special educational needs and provision is featured in the school development plan. Both in classrooms and in withdrawal groups, staff provide effective help to the pupils who have already been identified. In a “supportive study” session, a small group of Year 10 pupils were effectively helped at individual activities. The teacher provided good, purposeful and relevant help which was appreciated by the pupils. The overall achievement of pupils with special educational needs is satisfactory as for example all pupils are entered for and gain some success in GCSE examinations.
35. However, there are parents who feel very strongly that there are weaknesses in the overall identification of pupils with special educational needs and in the communication about pupils’ needs with class teachers and parents. Inspection evidence tends to support these parents’ views. Some developments are planned but the management and evaluation of provision across the whole school need to be more effective.
36. Individual education plans for pupils with special educational needs are not sufficiently detailed or precise. Targets tend to be too general and insufficiently developmental for the pupils in terms of their learning. The school needs to refine its identification of pupils’ individual needs and the recording of these on individual plans. This could help teachers plan and provide more appropriately for these pupils in lessons, especially when support staff cannot be made available. The impact of individual education plans across the school has yet to be properly evaluated.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards further and improve the quality of education, the school should continue to work on its planned priorities, and incorporate the following areas for improvement:

Opportunities for more oral work and independence in pupils’ learning

- continuing to identify and share the best practice where there is the most effective learning;
- ensuring that pupils are engaged in a range of appropriate activities and reducing the amount of talking done by teachers themselves;
- developing teachers’ use of open-ended questions and encouraging pupils to discuss ideas and raise questions of their own;
- continuing to develop spoken and written English, use of Standard English, discussion in pairs and small groups, and identifying opportunities for literacy in subject schemes of work.

Provision for pupils’ spiritual development

- making a consistent effort across subjects to improve provision for spiritual development through opportunities in lessons.

The quality and use of individual plans for pupils with special educational needs

- making more precise the targets on individual educational plans for pupils with special educational needs and checking that all subject teaching fully meets these pupils’ needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	24	41	28	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	No of pupils
Number of pupils on the school's roll	1302
Number of full-time pupils eligible for free school meals	52

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.3
National comparative data	7.9

Unauthorised absence	%
School data	0.2
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	131	131	262

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	90	101	101
	Girls	121	111	112
	Total	211	212	213
Percentage of pupils at NC level 5 or above	School	81 (76)	81 (79)	81 (77)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	39 (29)	57 (61)	37 (39)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	92	105	111
	Girls	123	114	120
	Total	215	219	231
Percentage of pupils at NC level 5 or above	School	82 (80)	83 (85)	88 (87)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	51 (44)	60 (66)	42 (51)
	National	31 (31)	39 (37)	29 (28)

Percentages in brackets refer to 1999

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year*	Year	Boys	Girls	Total
	1999	133	116	249

GCSE results		5 or more grades A* - C	5 or more grades A* - G	1 or more grades A* - G
Numbers of pupils achieving the standard specified	Boys	71	133	134
	Girls	88	114	115
	Total	159	247	249
Percentage of pupils achieving the standard specified	School	64 (61)	99 (99)	100 (100)
	National	46.6 (44.6)	90.9 (89.6)	95.8 (95.2)

GCSE results		GCSE point score
Average point score per pupil	School	44.5 (42.7)
	National	38.0 (38.6)

Percentages in brackets refer to 1998

** national figures for the Year 2000 are not available at the time of publishing this report*

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	245	70.2
	National		n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	5
White	1284
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	22	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

Total number of qualified teachers (FTE)	72.5
Number of pupils per qualified teacher	17.96

FTE means full-time equivalent.

Education support staff:

Total number of education support staff	25
Total aggregate hours worked per week	560

Deployment of teachers:

Percentage of time teachers spend in contact with classes	78.1
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Average teaching group size:

Key Stage 3	25.2
Key Stage 4	21.2

Financial information

Financial year	1999-00
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	£
Total income	3,135,784
Total expenditure	3,138,058
Expenditure per pupil	2,450
Balance brought forward from previous year	158,461
Balance carried forward to next year	156,187

Results of the survey of parents and carers

Questionnaire return rate

Return rate as percentage of pupils on roll

36%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	52	10	2	0
My child is making good progress in school.	37	55	3	1	3
Behaviour in the school is good.	27	62	4	1	6
My child gets the right amount of work to do at home.	21	58	11	5	4
The teaching is good.	28	62	4	1	6
I am kept well informed about how my child is getting on.	17	52	21	4	6
I would feel comfortable about approaching the school with questions or a problem.	43	47	6	2	3
The school expects my child to work hard and achieve his or her best.	58	38	2	1	1
The school works closely with parents.	15	54	20	4	7
The school is well led and managed.	29	57	5	1	8
The school is helping my child become mature and responsible.	30	57	6	2	5
The school provides an interesting range of activities outside lessons.	36	48	6	2	8