

## **INSPECTION REPORT**

**ST MARTIN IN THE FIELDS  
HIGH SCHOOL FOR GIRLS**

Tulse Hill. London SW2

LEA area: Lambeth

Unique reference number: 100641

Headteacher: Mrs L Morrison

Reporting inspector: Romy Markham  
1387

Dates of inspection: 12-14 November 2002

Inspection number: 249084

Short 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:	Girls

School address:	155 Tulse Hill London
Postcode:	SW2 3UP
Telephone number:	020 8674 5594
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Appropriate authority:	Governing body
Name of chair of governors:	Rev S Gates

Date of last inspection:	28 October 1996
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## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Martins is a Church of England voluntary aided technology college for girls aged 11 to 16, in Lambeth. The school has 692 pupils on roll and is smaller than secondary schools nationally. Pupils come from a wide range of cultural backgrounds, with the majority from Caribbean or African heritage. There is a very high proportion of girls with English as a second language, although few are in the early stages of language acquisition. The school is over subscribed and few pupils enter or leave other than at the start or end of the school year. There are currently two pupils from refugee families. There are more pupils with special educational needs (SEN) than average, including those with formal statements of need. About half of the pupils identified with SEN have behavioural or emotional difficulties. The governors' admission policy requires 60 per cent of pupils to come from practising Christian families; some pupils have attended nearby Church of England primary schools but others travel some distance to school. The other 40 per cent of places are open to pupils from the local area. Attainment on entry is broadly average as shown in tests taken by pupils at the end of Year 6. The socio-economic background of pupils is overall well below average and the great majority of pupils come from areas of considerable social deprivation. An above average proportion of pupils are entitled to free school meals. The school has a full complement of teaching staff and has recruited creatively, including staff from overseas. Since the last inspection a new headteacher has been appointed, who was formerly the deputy headteacher at the school.

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

This is a very good school. Leadership is excellent and helps teachers and pupils to give of their best. Pupils achieve very well in response to high expectations and very good teaching. Standards are above average and show consistent improvement. Pupils' personal development is very good and they develop self-esteem, self-discipline and strong community values. The school gives good value for money.

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

- The headteacher and senior staff provide excellent leadership and strong management so that there is a clear direction for the work of the school and a focus on improving standards.
- Standards of attainment in national tests and examinations have risen significantly since the last inspection.
- Teaching is very good. Staff have high expectations of what pupils can achieve, they provide challenge and encourage independent learning.
- The ethos and organisation of the school meet the needs of individuals and groups of pupils very well.
- The curriculum is very good with particular strengths in enrichment and extra-curricular activities.
- There are excellent opportunities for pupils' spiritual, moral, social and cultural development.

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

- The school has no areas of weakness significant enough to be raised here.

*As there are no areas for improvement there is no requirement for specific issues to be covered in a governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvements have been made since the school was last inspected in October 1996. All areas for improvement have been tackled thoroughly, leading to significant improvements in mathematics and science, a wider range of teaching strategies and additional facilities for indoor sport. Standards in English have improved even further and achievement in English is now very good indeed. Improvements have been made across the whole range of inspection judgements. Teaching and learning overall are now significantly better and standards have improved considerably. The curriculum is very good and provision for pupils' personal development is excellent.

## STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	C	C	B	A*

<b>Key</b>	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in national tests are above average by the end of Year 9 in 2001. Standards in English are significantly higher than those in mathematics and science. Teacher assessments show that standards in music and modern foreign languages are lower than in other foundation subjects. Overall, however, standards are very high compared with those of pupils in similar schools and are in the top five per cent nationally.

By the end of Year 11, standards are above average in GCSE examinations and very high compared with similar schools - in the top five per cent nationally. Again, standards in English are higher than those in mathematics and science. In 2001, these results represented very good achievement compared with the standards the pupils achieved in Year 9. School data shows similar high standards overall in 2002, with particular strengths in English, art, geography and physical education. Standards improved again in mathematics and science. Validated national data is not yet available for comparison. Standards are improving faster than those in most other secondary schools. The school has already exceeded the challenging targets set previously for 2003 GCSE examinations and is seeking to achieve even higher standards. Inspectors saw a similar pattern of attainment in lessons. Standards of work overall were above average by the end of Year 9 and Year 11 but standards in English were significantly higher than in other subjects. Pupils achieve particularly well in tests and examinations because of very good teaching and systematic, rigorous and comprehensive preparation and support.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils appreciate the importance of education and value the provision the school makes for them.
Behaviour, in and out of classrooms	Overall good. A small minority of pupils can show challenging behaviour.
Personal development and relationships	Very good. Pupils have a genuine concern for each other.
Attendance	Good. Attendance has improved recently and is now above average.

Pupils have very positive attitudes; they enjoy coming to school. The vast majority behave well in lessons and around the school. There are occasional outbursts of misbehaviour from a very small number of pupils; staff deal promptly and appropriately with these. Staff work with pupils and parents to develop action plans to bring about improvements. Relationships are good and overall personal development is very good. Pupils develop self-awareness and self-esteem during their time at school.

## TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	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 good or better in four out of five lessons seen and very good or excellent in one in four. Teaching was very good overall in English and good in mathematics and science. Good teaching was seen in all subjects of the National Curriculum. Teaching was less than satisfactory in only one lesson, because of a combination of inexperience and computer failure. The teaching of literacy and numeracy is satisfactory overall and improving; teachers have good strategies and are working well together to ensure a consistency of approach across all subjects. Teachers have particular strengths in planning lessons very well to meet the needs of all pupils. They provide a variety of activities that offer challenge, they ensure there is good classroom discipline and they make good use of all the time available. Inspectors saw very good questioning techniques in English and science that encouraged pupils to develop enhanced thinking skills. This very good teaching is a key factor in the very good learning shown by pupils. They increase their knowledge and understanding and develop their skills and the confidence to be independent learners.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides the National Curriculum and a wide range of optional courses, some vocational studies and a very broad range of extra-curricular and enrichment provision.
Provision for pupils with special educational needs	Provision is good. Pupils are well supported by learning development staff, learning assistants and additional support teachers.
Provision for pupils with English as an additional language	Good. The school provides well-trained support in lessons and specialist help in language learning when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent opportunities for spiritual, moral, social and cultural development through the curriculum, extra-curricular provision, the ethos and the daily routines of the school.
How well the school cares for its pupils	The school has very good provision of care for its pupils, to ensure their well-being, health and safety.

A particular strength of the curriculum is the richness and diversity of provision to meet the needs of all pupils. The school knows its pupils very well and promotes their individual welfare.



## 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 provide excellent leadership. They have high expectations so that there is a clear focus on improving standards, teaching and learning.
How well the governors fulfil their responsibilities	The governors are very effective in their work. They provide rigorous monitoring and generous support.
The school's evaluation of its performance	The school is very effective in monitoring the work of the school and identifying how to improve.
The strategic use of resources	Senior staff and governors deploy resources very well to support improvements in teaching and learning.

The school makes particularly good use of additional funds made available to it to support identified groups of pupils, for examples those with special educational needs or the gifted and talented. This enhances the curriculum and provides additional opportunities to widen the learning experiences of pupils from disadvantaged backgrounds. Heads of department and pastoral coordinators provide strong leadership for their teams. The governors and senior staff apply the principles of best value effectively, including the use of external advice for purchasing decisions or contract specifications.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school expects pupils to work hard and achieve their best.</li><li>• The school is well led and managed.</li><li>• The school helps pupils to become mature and responsible.</li><li>• Pupils like the school.</li><li>• Parents feel comfortable approaching the school with questions.</li><li>• Teaching is good and pupils make good progress.</li><li>• The school works closely with parents.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework given.</li><li>• How parents are kept well informed.</li><li>• More information about the range of interesting activities outside lessons.</li></ul>

Inspectors agreed with all the items that pleased parents. The amount of homework set is appropriate, but many pupils complete this in the school, before or after the school day. Similarly, pupils are very well informed about the wide range of extra-curricular activities available but they do not always inform their parents of activities they are not personally involved with. Inspectors found that the school provides a wide range of general information for parents through booklets, letters and newsletters posted home and very good information about the progress of individual pupils through reports and consultation meetings.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The headteacher and senior staff provide excellent leadership and strong management so that there is a clear direction for the work of the school and a focus on improving standards.**

1. The outstanding leadership provided by the headteacher and senior staff is one of the key reasons why the school is doing much better than schools in similar circumstances. The headteacher has a very clear vision for the school and she has created a committed team of staff who share a common purpose of high standards, high achievement and individual care. There is very good delegation to staff with management responsibilities, to heads of department and pastoral team leaders, who manage their teams very well. There are very effective strategies for staff to be involved in decision making and development planning and this reinforces the shared aims for the school. The school development plan shows that the headteacher and her staff have a thorough understanding of what needs to be improved. The plan identifies in detail the strategies, those responsible and the costs involved to improve standards, teaching and learning and school facilities.
2. The governing body provides very good support for the school and successfully reflects the role of 'critical friend'. Governors are frequent visitors to the school and they have a good knowledge of both strengths and weaknesses. They are rigorous in monitoring financial matters and are effective in ensuring best value. They take a full part in development planning and they monitor action plans through the work of their committees. Governors work very well with senior staff. There are good relationships and a shared commitment to the Christian ethos of the school.
3. The headteacher, senior staff and governors have made very good use of the budget available to them, to support school improvement and meet group and individual needs. The basic budget is above the national average but below the average for similar schools in Lambeth. However, the school receives considerable additional funding from government grants, which has to be spent on identified pupils or groups of pupils, for example those with Statements of Special Educational Need, the gifted and talented or those for whom English is not the home language. The school has provided additional teaching and support staff and learning mentors, all of whom have a considerable impact and enhance the quality of provision. The school has also used this funding to extend curriculum provision, provide additional extra-curricular activities and enrichment programmes. Examples include supporting pupils to study additional languages, paying for visits to conferences or specialist sports training and helping pupils take part in the Global Graduate training programme. As a specialist technology college the school has made considerable investment in new technology. Facilities are very good and are used effectively to promote teaching and learning and administration. The school has accrued above average financial reserves. This is earmarked as the contribution required as a voluntary aided school to the sixth-form building project, due to start early in 2003.
4. Senior managers have been particularly successful in supporting improvements in teaching and learning. The school has developed an extensive system for the collection, analysis and dissemination of information about pupils' attainments and achievements. This helps teachers and pupils set targets and identify what needs to be done to improve. Senior staff monitor teaching regularly and give helpful feedback to support further improvements. Staff take many opportunities to improve their subject knowledge and teaching skills through training programmes. The school gives a high priority to supporting the professional development of staff and holds the Investor in People accreditation. The school has appointed additional teaching support and administrative staff so that teachers can focus their energies on lesson planning, teaching strategies and the assessment of pupils' work. The school has recruited extensively in the United Kingdom and overseas; staff reflect a very wide range of ethnic heritages and are very good role models for pupils.

**Standards of attainment in national tests and examinations have risen significantly since the last inspection.**

5. Standards in national tests and examinations have improved much faster than the national trend of improvement. At the last inspection, standards at the end of Year 9 were above average in English but below average in mathematics and science for those reaching the expected Level 5. Standards in GCSE examinations were well below average – the proportion achieving five or more grades A\*-C was just over half the national figure.
6. In contrast, in 2001, standards at the end of Year 9 were above average in English and mathematics and close to the national average in science. An above average proportion of pupils gained five or more A\*-C grades in GCSE examinations.
7. There is much more information available now to compare school performance with that of all schools nationally, and those of similar schools. This information shows that the school is adding significant value to pupils' attainments and that they are achieving much more than would be expected from the standards they had when they entered the school. In the 2001 national tests for pupils at the end of Year 9, a very high proportion of pupils reached the expected Level 5 compared with pupils in similar schools. In addition, the proportion reaching the higher Level 6 was also very high. For both Level 5 and Level 6, the school results were in the top five per cent nationally compared with similar schools.
8. St Martins is helping pupils of all abilities to improve. The average point score reflects how well all those who entered achieved in national tests and examinations in 2001. The average point score was above the national average at the end of Years 9 and 11. However, when average point scores are compared with those of pupils in similar schools, the pupils at St Martins achieved very high standards – in the top five per cent nationally.
9. Pupils make particularly good progress in their learning in Years 10 and 11. Standards of attainment in GCSE examinations are much better than expected from their achievements at the end of Year 9 and from the predicted standards from tests taken when they enter the school. Pupils gain considerable benefit from preparation for GCSE examinations including mentoring, catch-up and revision sessions.
10. Standards in English are significantly higher than other subjects in Years 9 and 11 and have improved further from the above average position at the last inspection. In 2001, pupils achieved better in art, design and technology and drama than in other subjects. School information indicates that 2002 results continue this trend of improvement. National validated figures are not yet available for detailed comparison.

**Teaching is very good. Staff have high expectations of what pupils can achieve, they provide challenge and encourage independent learning.**

11. Teaching was good or better in four out of five lessons seen and very good or excellent in one in four. This consistently high quality of teaching has a significant impact on the quality of learning and the standards achieved by pupils. Teaching has improved significantly since the last inspection.
12. A key feature of teaching is how well teachers plan lessons. Classes are organised into different bands, according to the abilities or aptitudes of the pupils. Teachers know their pupils well and they use information about what pupils can do to set targets and make sure they pitch the work accurately. Teachers routinely start lessons with a short but clear explanation of what is to be learned or experienced so that pupils know what they are going to do. In some subjects, for example mathematics, there are short starter activities to get everyone involved and focused on the subject. Lessons are one hour long, so teachers divide this into three or four distinct sections. The change of activity helps pupils to concentrate and enables staff to make sure that everyone works at a good pace. Another good feature of planning is the use of short summaries – what have we

learned – at the end of the lesson. This reinforces the lesson aims, enables pupils to show what they know and gives the teacher an opportunity to check understanding.

13. Teachers use a wide range of teaching strategies. They know their subject very well and are able to explain issues and concepts clearly. They use a variety of examples if pupils do not understand at first. Teachers have developed good questioning techniques. This was seen very well in drama where very good questioning helped pupils to interpret different images in increasing depth, and in science, where pupils were encouraged to think through issues and explain their conclusions. In design and technology, staff use their own expertise well to demonstrate the use of tools or handling materials. Across the curriculum, teachers blend practical and theoretical activities so that pupils learn by doing and reflect on their experiences. Pupils develop the confidence to record, evaluate and improve their work and take responsibility for their learning. Teachers manage pupils very well and ensure that there is effective class discipline. There are shared routines in starting and ending lessons that reflect good relationships and a respect for learning. Any misbehaviour is tackled promptly and pupils know that it will not be tolerated.
14. Teachers are making increasingly good use of the new technology available in the school. Science lessons are considerably enhanced by teachers and pupils using interactive whiteboards. These enable pupils to see experiments in action, change the variables and review what happens. In design and technology, pupils use computers to help their research tasks as well as in design and manufacture. Pupils respond very well to using computers; they concentrate on their work and try hard to improve.
15. Teaching of literacy and numeracy skills is satisfactory overall and improving in response to good team working across departments. Literacy skills are very well taught in English, although more variable in other subjects. Good examples of teachers promoting literacy skills were seen in science, geography and in information and communication technology, where there was rehearsal and repetition of correct vocabulary and meaning. Teachers of mathematics are giving an increased focus to numeracy and working with colleagues to identify common strategies to reinforce numeracy across subjects.
16. Teaching and learning are enhanced by the high level of additional staff available in lessons. Teachers and support assistants often act in a support capacity in lessons where pupils have special educational needs, need extra help with practical activities or are in the early stages of learning the English language. Teachers and assistants form very effective teams so that pupils feel comfortable in asking for help and this helps their learning.

**The ethos and organisation of the school meets the needs of individuals and groups of pupils very well.**

17. The school has a distinct ethos built on Christian beliefs and this underpins its organisation and the relationships between teachers, pupils and their parents. The school has a strong sense of community but also promotes pupils' self-esteem and recognises individual gifts and talents. Pupils are proud to be members of the school, parents are very pleased with provision and staff enjoy their work.
18. Staff and governors set high standards and have high expectations of how pupils will behave and how they will learn. These expectations, together with very good individual care, help pupils to develop into mature young women who know their own strengths and what could be improved. The school gives pupils many opportunities to take responsibility for themselves and their learning and to take a full part in school life. Senior pupils provide good role models as school officers and the School Council provides opportunities for pupils to express their views and discuss whole-school issues. Younger pupils talked with inspectors about the 'need to get organised' and older pupils recognised when their behaviour had not met the required standard and how this had affected their learning.
19. Teachers and other staff give freely of their time to get to know pupils as individuals. As a result, pupils have very positive attitudes, they enjoy coming to school and show a developing

appreciation of learning and what the staff are trying to do for them. Relationships are good and pupils feel comfortable in approaching staff to discuss their work, career issues or personal problems. Pupils also value the genuine multicultural nature of the school and enjoy learning more about each other's heritage and traditions. A strong feature of the lessons seen by inspectors was how well pupils worked in team activities, for example in experiments in science, in devising dance routines or musical compositions. Pupils arrive early to school and leave late and they appreciate that staff are available before and after school to help them. Attendance has improved and is now above the national average. Very many pupils participate in extra-curricular and enrichment activities.

**The curriculum is very good with particular strengths in enrichment and extra-curricular activities.**

20. Curriculum provision is very good and meets the needs of pupils very well indeed, whatever their prior attainment or learning needs. Provision is rich and varied. Although a technology college, the school also provides very well for the performing arts. Pupils in Years 7 to 9 study all the prescribed subjects of the National Curriculum plus dance, religious education and personal and social education. Pupils may study two languages from Year 8. In Years 10 and 11, pupils have a core curriculum of English, mathematics, science, technology, a foreign language, personal and social education, physical education and religious education. In addition, pupils may choose additional GCSE or vocational studies from a wide range of options.
21. A strength of the curriculum lies in the additional studies and opportunities available through enrichment or support activities. The school makes very good use of funding available from the Excellence in Cities programme, supporting enrichment activities for pupils who have particular talents or who are high achievers. Over the last year this included, dance, drama and music studies, summer schools and performances; study courses in Latin and Japanese; a photography club; visits to Westminster and participation in a human rights conference; visits to business, industry and public service sites; participation in the global graduates scheme and much more. Pupils with particular learning needs are also given very good support. The school makes very effective use of additional teachers and support staff in lessons, so that pupils have the individual help they need. Pupils who are new to the English language are very occasionally withdrawn from English lessons for intensive help with language skills. More often, additional support is available in their usual lessons so that they make good progress in all their subjects. Pupils with special educational needs benefit from the good system of identification of need, effective individual education plans and regular monitoring of progress. The school emphasises that pupils with learning difficulties also have talents.
22. The school encourages pupils to participate in the very wide range of extra-curricular activities available at lunchtime and after school. The school registers and collates attendance at these activities and they show that a large proportion of pupils take part in these activities regularly. During the week of inspection these activities included four gospel choirs, nine different sports activities, curriculum clubs in English, mathematics, design and technology and textiles; there is also a chess club and instrumental tuition and string orchestra. In addition, computer rooms and the library are open before and after school and at lunchtime. Pupils are also rehearsing their own version of Cinderella for a Christmas performance. Pupils spoke warmly of these activities; they valued the time given by staff and appreciated the different activities, so that 'there is something for everybody'.
23. In addition, the school gives a high priority to off-site visits and the additional value added to learning by the wider community. The school provides at least one external visit for each pupil each year. This may be a field trip as part of the National Curriculum in Years 7 to 9 or to enhance GCSE provision in Years 10 and 11. Staff have developed good links with specialist manufacturers, artists and members of the public services, who are regular visitors to the school. The school participates in national events such as Women into Science and Engineering and Black history month. Staff have also developed good links with local schools and colleges, including joint music and drama events. There are very good links with a specialist language college and pupils are studying Latin by video conferencing.

**There are excellent opportunities for pupils' spiritual, moral, social and cultural development.**

24. The school encourages pupils to reflect on what matters in life, from their own and others' viewpoints. This personal reflection is planned for in the curriculum and in the daily routines of school, for example in tutorial sessions. Teachers use many opportunities in lessons to encourage pupils to think and reflect, for example in a geography lesson on the location of industry there was a short section where pupils were asked to identify the reasons for famine and the impact this has on society. Each school day begins with collective worship, in whole-school, year groups or tutor groups and these occasions provide very good opportunities for pupils to develop spiritual awareness. A key feature is that pupils are encouraged to plan the activities with staff and to lead the assemblies and prayers. These assemblies make a significant contribution to the ethos of the school as each day starts with a sharing of beliefs and values. Pupils of Christian, non-Christian and non-religious beliefs speak very highly of these opportunities for reflection.
25. The ethos of the school is underpinned by Christian values and the promotion of well-considered personal behaviour. In lessons, tutorial periods and personal and social education (PSE), pupils are given opportunities to consider the differences between right and wrong attitudes and behaviour. Staff ensure that pupils take full part in discussion and debate; all contributions are acknowledged and valued and this encourages pupils to speak their mind freely. They learn by example that sometimes decisions are difficult and not everyone will think the same way. During the inspection, pupils in Year 10 spoke with passion and conviction and held a range of views about a proposed strike of firefighters. Pupils also consider issues relating to literature, art, the environment and politics, as the context for difficult moral decisions. The PSE curriculum makes a very good contribution to Citizenship. It covers moral and social issues as well as personal and careers education. The programme supporting moral development develops from personal considerations, for example friendship, bullying and family relationships for younger pupils to wider issues around justice, the media and human rights in Years 10 and 11. Staff promote self-discipline so that pupils recognise that how they behave is a personal choice, in school and in the wider community. In addition, staff use the example of the school as a community to help pupils understand the benefits and challenges of living and working together. There are many opportunities provided in lessons, for example when staff encourage pupils to develop their own ground rules for working together. Staff build on this by preparing pupils for work experience, work-related education and preparation for the next stage of their education or employment. Pupils work together in tutorial sessions in planning how to help others, through fund raising for their chosen charity.
26. Opportunities for pupils' cultural development are a significant strength of the school. Opportunities are provided through the curriculum but also in the learning environment, so that there is a rich and varied visual image to daily routines. Provision celebrates the wide cultural diversity of the school population but also introduces the pupils to so much more. Pupils are encouraged to share their differences and learn more about the wide range of traditions and customs. Each year the school identifies an overseas country that will be the focus for the year, in lessons and in social activities, for example in preparing and enjoying traditional foods. Throughout the year pupils will learn more about this country and use ideas across the curriculum. The current focus is Egypt and Year 10 pupils have researched the history of Egypt and are using pharonic symbols in their textile projects. In literature, art, music, dance and drama, pupils are introduced to ideas and experiences from around the world. Pupils visit museums and art galleries and the school invites artists, authors and performers to visit the school and work with the pupils. There is artwork displayed around the school, all clearly labelled and often with additional information about the artist and his or her work. In addition, there are many examples of pupils' work on display in drawing, painting and projects from design and technology. Senior staff have used available funds creatively to support a wide range of musical activities, including traditional string instruments and several gospel choirs, which offer many opportunities for pupils to learn more about music from many cultures.

**WHAT COULD BE IMPROVED**

27. There are no areas for improvement significant enough to be included here. Minor points for improvement identified by the team during the inspection are already identified for action in the well-written school development plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	37
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
Number	1	8	21	6	1	0	0
Percentage	2.7	21.6	56.7	16.2	2.7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Y7-11
Number of pupils on the school's roll	692
Number of full-time pupils known to be eligible for free school meals	169

<b>Special educational needs</b>	Y7-11
Number of pupils with statements of special educational needs	19
Number of pupils on the school's special educational needs register	83

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	178

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	7.1

#### Unauthorised absence

	%
School data	1.3



National comparative data	8.1
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National comparative data	1.1
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*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 9)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2001	0	126	126

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	94	93	85
	Total	94	93	85
Percentage of pupils at NC level 5 or above	School	76 (62)	74 (55)	69 (47)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	36 (21)	41 (24)	32(18)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	106	103	91
	Total	106	103	91
Percentage of pupils at NC level 5 or above	School	85] (70)	83 (53)	73 (36)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	44(30)	47 (28)	26(7)
	National	31 31)	42 (39)	33(29)

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

**Attainment at the end of Key Stage 4 (Year 11)**

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	109	109

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	59	105	106
	Total	59	105	106
Percentage of pupils achieving the standard specified	School	54 (40)	96 (96)	97 (98)
	National	48 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	41 (38.8)
	National	39 (38.4)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	75	1	
White – Irish			
White – any other White background	9		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	1		
Asian or Asian British - Pakistani	11		
Asian or Asian British – Bangladeshi	10		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	236	27	1
Black or Black British – African	180	7	
Black or Black British – any other Black background	114		
Chinese	6		
Any other ethnic group	12		
No ethnic group recorded	38	1	

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

**Teachers and classes****Financial information****Qualified teachers and classes: Y7-Y11**

Total number of qualified teachers (FTE)	47.9
Number of pupils per qualified teacher	16.9

**Education support staff: Y7-Y11**

Total number of education support staff	11
Total aggregate hours worked per week	286

**Deployment of teachers: Y7-Y11**

Percentage of time teachers spend in contact with classes	70
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**Average teaching group size: Y7-Y11**

Key Stage 3	25.8
Key Stage 4	21.3

Financial year	2001/2
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	£
Total income	3014690
Total expenditure	3016575
Expenditure per pupil	4598
Balance brought forward from previous year	382543
Balance carried forward to next year	380658

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	19.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	692
Number of questionnaires returned	155

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	1	0
My child is making good progress in school.	57	41	1	0	2
Behaviour in the school is good.	49	44	5	2	0
My child gets the right amount of work to do at home.	44	46	6	1	3
The teaching is good.	62	34	1	1	3
I am kept well informed about how my child is getting on.	50	39	7	1	3
I would feel comfortable about approaching the school with questions or a problem.	65	32	1	0	3
The school expects my child to work hard and achieve his or her best.	82	16	1	1	0
The school works closely with parents.	55	37	4	1	3
The school is well led and managed.	71	27	1	1	1
The school is helping my child become mature and responsible.	66	30	2	1	1
The school provides an interesting range of activities outside lessons.	47	37	6	1	8