



Office for Standards  
in Education

## **Inspection Report**

### **EGGAR'S SCHOOL**

Unique Reference Number: 116404

LEA: Hampshire

**Inspection Dates: 6 - 8 JULY 2004**

**Reporting Inspector: HMI Steffi Penny**

This inspection was carried out under section 3 of the School Inspections Act 1996 as part of work associated with Ofsted's developments for future inspection in schools. Under Section 12 (3) of the Act, Her Majesty's Chief Inspector of Schools (HMCI) elects that the inspection shall be treated as if it were an inspection under section 10 of the Act

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## **INTRODUCTION**

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Eggar's School and of the local education authority.

The inspection was carried out by four of Her Majesty's Inspectors.

### **Key for inspection grades:**

Grade 1	Very good
Grade 2	Good
Grade 3	Adequate
Grade 4	Not adequate

### **Description of the school**

Eggar's School is a small, increasingly popular, mixed comprehensive for pupils aged 11 to 16. Of its 730 pupils over 95% are from white British backgrounds and very few speak English as an additional language. Few pupils come from homes experiencing economic hardship. Pupils come from the local town and a wide rural area. The overall number of pupils with special educational needs is average for a school of this size, but the school has special provision for 17 pupils with specific learning difficulties (dyslexia). The standards already achieved by pupils at the time they enter the school are average overall, covering a wide span of capability. The school has been given specialist status for science with effect from September 2004.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

This is a very good school. Pupils make good progress academically and very good progress in their personal development. Examination and test results are good. The quality of leadership and management at all levels is very good. The highly effective senior management team has a clear, shared vision for learning for themselves, their pupils and other staff. The open door policy and full engagement of all staff in decision making creates a unified bond of trust and loyalty. Pupils enjoy school; they feel safe and are very well supported. They are justly proud of their community. The school analyses its performance rigorously and has made effective plans for the new buildings and specialist status. It knows where it is most effective and where it needs to improve. However, it underestimates its own success. The school manages its finances very judiciously. It provides very good value for money.

**Grade: 1**

### **Improvement since the last inspection**

The school has successfully tackled the issues raised in the last inspection. Standards reached by higher attaining pupils and boys have improved significantly as a result of a greater focus on their learning needs. Literacy skills have also improved considerably, although there is still scope for further development across the wider curriculum. Marking of pupils' books is consistent and there is a greater emphasis on helping pupils to understand how to improve their work, although this also needs some consolidation. Resources are now appropriate to support learning and there are well advanced plans to develop them significantly in the near future.

**Grade: 1**

### **Capacity to improve**

The school's capacity to improve is very good. The development of the new sports facilities along with the impact of the recently gained science specialist status has potential to impact significantly on all aspects of the school. These developments are driven by excellent teamwork through committed and enthusiastic leadership at all levels. The school's self evaluation is reflective, evaluative and accurate.

**Grade: 1**

### **What the school should do to improve further**

In order to build further on what is already successful, the school should:

- share and implement more consistently best practice in some aspects of assessment
- improve provision for religious education at Key Stage 4
- strengthen the monitoring and evaluation of the impact of interventions, on those pupils with special educational needs

- strengthen the partnership with the Connexions services in order to improve the quality of careers advice and guidance.

## **ACHIEVEMENT AND STANDARDS**

Pupils reach standards, which are well above average, at the end of both Key Stage 3 and in their GCSEs. Results have improved steadily over recent years. When pupils first enter the school their standards are average overall, although in most years, girls start with higher standards than boys. The boys soon catch up and the increased progress they make reflects the high priority placed by the school on raising boys' attainment. Pupils make very good progress, especially at the higher levels of Key Stage 3 and good progress at GCSE.

Pupils with special educational needs mostly make good progress at both key stages. More able pupils also make good progress and achieve well. There is no significant difference in the standards reached by the few pupils from other groups represented in the school.

Within strong performance at GCSE, the school is aware that in a few subjects pupils do not do as well as they might and it is working vigorously to improve those areas. Very few pupils leave school with no accreditation at GCSE. The school continually examines and challenges the levels of performance in all subjects and monitors closely pupils' standards and progress. Challenging targets are met and the capacity to improve standards even further is very good.

The school judges its own performance as adequate. However, inspection shows this to be an underestimate as achievement and standards are good with some very good features.

**Grade: 2**

## **PERSONAL DEVELOPMENT**

Pupils enjoy coming to Eggar's School and rightly believe it is a very good school which cares for them, supports and promotes their learning and rewards their efforts. As a result, attendance remains high.

The school has established a very positive ethos, promoted by all staff. Pupils show positive attitudes towards learning and are well behaved, both in the formal settings of lessons, and at other times during the school day. There are many opportunities for pupils to take responsibility including being form captain, a member of the school council or a prefect.

The school provides pupils with a strong spiritual, moral, social and cultural curriculum to which they respond positively. This is evident in the thoughtfulness and respect they show in assembly and their appreciation of the clear moral stance of the school, particularly its zero tolerance approach to bullying. They enjoy and achieve success in the many social and sporting opportunities available and in the cultural enrichment provided through art, music and links with Africa. The school celebrates learners' achievements internally and the wider community in its newsletter.

**Grade: 1**

## **QUALITY OF PROVISION**

Inspection evidence supports the school's judgement that teaching is good and often very good. The best teaching challenges the pupils and uses a suitable range of strategies to excite and engage them. Teachers have a secure knowledge of the subjects they teach. Lessons proceed at a good pace and the pupils respond well to the effective teaching, and as a result make good progress. The pupils know their targets, how well they are doing, and what they need to do to improve.

The use of assessment is developing. In the best practice, careful marking of the pupils' work and effective questioning enables the teachers to determine what pupils know and understand, and clearly identify the next steps in their learning, targeting pupils who could be doing better. Pupils are increasingly expected to be involved in evaluating their own and others' achievements but this was underdeveloped in some of the lessons seen.

The school's curriculum is broad and balanced and meets the needs of the pupils. The school does not meet the statutory requirement of a daily act of collective worship for all pupils and the current provision for religious education at Key Stage 4 is unsatisfactory. However, the school plans to provide religious education for all pupils from September 2004. Good provision is made for early entry to external examinations in some subjects; the range and number of subjects is being extended from September.

The pupils receive good advice and guidance about the Key Stage 4 courses that are available to them. The school goes to considerable lengths to ensure that the curriculum is well matched to the pupils' needs and interests. The Key Stage 4 curriculum has been effectively developed to provide opportunities for those pupils who wish to follow a vocational path.

An extensive range of clubs and activities enrich the curriculum, are very well supported by the pupils, and contribute to their personal development.

The school takes very good care of its pupils. They appreciate the exceptional support and guidance and seek to repay this by their service to the school. An example of this is seen in the many high quality applications by Year 10 pupils for the role of prefect. The school's induction for Year 7 is very thoroughly planned and managed. Pupils who join the school at other times are also well supported and the school ensures they feel welcome. Reasonable attention is also given to transition at the end of Year 11. The partnership with the Connexions service is presently underdeveloped. The high quality of care is reinforced by the whole school emphasis on learning. The school provides a highly inclusive environment where the needs of individuals are identified and programmes put in place to support them academically and personally.

**Grade: 2**

## **LEADERSHIP AND MANAGEMENT**

The enthusiasm and commitment of the headteacher have been fundamental to the continued improvement in standards. During her headship the school has become increasingly popular and all levels of management are very much more effective. The senior management team is now the driving force for creating an interactive learning environment for pupils and staff. It has forged a strong team culture such that all staff are involved in all aspects of decision-making.

Senior managers are energetic in seeking improvements but do so with due caution so that initiatives are assessed by their impact and are introduced at a sensible rate. The monitoring of lessons provides accurate assessments of the quality of teaching and consistently and very effectively relates to the professional development of staff. Lesson observations by peers are a key strength and enhance the sharing of information and ideas across subjects.

Most middle managers are effective but this is not uniformly so. Clear supportive structures have been put into place to address the areas of relative weakness, but some of these structures are very new and it is too early to measure their impact. The current priorities are clear, shared throughout the school and integrated into all plans and activities. The managers of the school have developed a very good rounded knowledge of their colleagues and the pupils. Highly effective use is made of all resources.

Governors are very supportive of the school, but they are aware that they have yet to ensure full statutory compliance in terms of religious education. They also need to ratify a few policies, including that for race equality. However, the school is highly effective in promoting this as staff are fully involved in updating policies and in promoting new ones, as part of the shared team culture.

Although the school's analysis of its strengths and weaknesses is accurate its evaluation of the quality of its leadership and management as good overall is too modest. Expectations are high; there is a constant drive for improvement.

**Grade: 1**

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