



Egglescliffe School

Inspection Report

Unique Reference Number 111727
LEA Stockton-on-Tees
Inspection number 278763
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Sandra Tweedie

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Urlay Nook Road
School category	Community		Egglescliffe
Age range of pupils	11 to 18		Stockton-on-Tees, TS16 0LA
Gender of pupils	Mixed	Telephone number	01642 352570
Number on roll	1400	Fax number	01642 352571
Appropriate authority	The governing body	Chair of governors	Mr George Davies
Date of previous inspection	1 November 2000	Headteacher	Mrs Angela Darnell

Age group 11 to 18	Inspection dates 9 November 2005 - 10 November 2005	Inspection number 278763
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors (HMI) and three additional inspectors. The school was last inspected in November 2000.

Description of the school

Eggescliffe School is an 11 to 18 large, mixed secondary school. There are approximately 1,408 pupils including 277 in the sixth form. Attainment is well above average on entry in Year 7. The proportion of pupils known to be eligible for free school meals is lower than average as is the number identified with learning difficulties and/or disabilities and from minority ethnic backgrounds. Eggescliffe School has held Specialist Arts status since 1999 and is nationally well known for music and orchestral work. The school also holds accreditations for Sportsmark Extension Award, Artsmark Gold, Beacon School Status, Pathfinder Status for Enterprise Education and Investor in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Eggescliffe School is a highly effective school with outstanding leadership and management. The headteacher and senior managers know their school very well. Their excellent management has ensured that the areas for development from the previous inspection have been addressed successfully. The school's self-evaluation is of high quality. Middle managers are well informed about key improvement areas. Governors have a good understanding of the work of the school. Achievement and standards are outstanding. All groups of pupils attain equally well, with no significant difference between girls and boys, different ethnic groups or prior attainment. Pupils with learning difficulties and/or disabilities make good progress. Teaching and learning are good. Pupils are proud of their school, which has high expectations of them. They are keen to learn and make very good progress. Attendance is high and behaviour is exemplary. The curriculum and activities are outstanding. Pupils at this school benefit significantly from its specialist arts status and national reputation for music and orchestral work. Sporting activities provide the basis of an excellent extra-curricular programme and the take up is high. Pastoral support is good. The school places a high level of commitment to pupils' welfare. There is a good system in place to monitor pupils' progress in Years 10 and 11. In Years 7 to 9, pupils' effort and attitudes to work are carefully monitored; the school acknowledges that further work is needed to develop systems that will strengthen academic guidance at this stage. Pupils are being well prepared for adult working life, and in the thorough development of their literacy, numeracy, and computer skills. They become increasingly mature and self-confident young people.

The capacity of the leadership and management to make further improvements is good.

Effectiveness and efficiency of the sixth form

Grade: 1

The sixth form provision at Eggescliffe School is outstanding. The school is a popular choice and attracts students from outside its immediate catchment area through its strong reputation and the exceptional opportunities it affords for music. High pass rates for general certificate of education advanced level (GCE A level) and advanced subsidiary level (AS level) have been maintained since the previous inspection. In 2005, over half of students achieved high grades with females and males achieving equally well. Students are generally well matched to their courses. Students are confident and apply themselves exceptionally well to their studies. They speak highly of the 'sixth form community' and have good rapport with their teachers. They feel they receive excellent and regular assessment in most subjects. Management of the sixth form is outstanding, pastoral and tutorial content is relevant and influenced by students' views. Close academic monitoring has been strengthened by further training for teachers and tutors to share good practice. The school's self-evaluation is accurate.

What the school should do to improve further

- Continue to strengthen monitoring of academic progress in Years 7 to 9.
- Achieve greater consistency in the quality of teaching.

Achievement and standards

Grade: 1

Standards of achievement are outstanding overall. Pupils enter the school in Year 7 with above average standards and attain well above average standards in the national tests in Year 9 and in the general certificate of secondary education (GCSE) examinations in Year 11. Results are also generally well above those of similar schools. This indicates rapid progress between Years 7 and 11. Pupils with learning difficulties and/or disabilities make good progress.

National Curriculum targets for English, mathematics and science were all exceeded in 2005 and overall GCSE results were the school's best ever: over 80% of pupils achieving five or more grades A* to C and 62% achieving five or more grades A* to C, including English and mathematics. The school's implementation of a range of effective strategies aimed particularly at improving boys' achievements has successfully closed the gap between boys' and girls' results at GCSE and in the sixth form. Standards in most subjects are above or well above average, with latest examination results particularly high in art and design and music. Pupils' literacy, numeracy and ICT standards are high, reflecting the school's determination that all subject areas should work hard to improve them.

GCE A level and AS level results are very high and above the national average overall. Pass rates and high grades for AS level are exceptional in 2005 when over half of students achieved high grades at GCE A level and also at AS level. The majority of students have high attainment at GCSE on entry to the sixth form, they make positive progress during their courses. Achievement is particularly good in art, geography, chemistry, physical education, music and mathematics, reflecting both the good quality teaching and the level of care and support for students in those subjects. There is room for improvement at this level in English literature and religious education and in the achievement of the small number of students taking vocational courses.

All groups of pupils achieve equally well, with no significant difference between girls and boys, different ethnic groups or prior attainment. High attaining pupils, in particular, are identified early in Year 7 and their progress is very well monitored throughout the school.

Personal development and well-being

Grade: 2

Pupils' personal development and their well-being are good. Pupils' behaviour is exemplary. They are proud of their school and attendance is high. Relationships are very good. Pupils understand that the school has high expectations of them and few fail to live up to these. Pupils take responsibility readily through their house and school

councils. Pupils say they feel safe. They show respect for each other and their teachers. Procedures are in place to deal with bullying. The school is aware that some pupils sometimes find it difficult to counter aspects of peer pressure. Pupils' spiritual, moral, social and cultural development is good. Religious education and the strong performing arts activities bring a special dimension, but the school does not meet requirements for a daily act of collective worship. Healthy living is well promoted; the quality of school meals has improved and pupils have ready access to drinking water. Pupils are being well prepared for adult working life and development of their literacy, numeracy, and computer skills is thorough. They become increasingly mature and self-confident young people.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good; this is also the view of the school. In the best lessons teaching is lively, stimulating and very well organised; pupils and students respond by their close attention and make rapid progress. Pupils have a strong desire to learn and they apply themselves very well to activities. They also make confident oral contributions. Some lessons are satisfactory as teaching lacks the sparkle and challenge of the best; however, pupils' progress is still good because of their positive attitude to learning. The school is extending the range of teaching approaches and learning styles employed. Teachers are becoming confident with and committed to the use of information and communication technology (ICT). Lesson plans reflect whole school initiatives for learning. The use of assessment information in planning and monitoring pupils' progress is contributing well to achievement in Years 10 and 11 and is to be further developed in Years 7 to 9.

Curriculum and other activities

Grade: 1

The school's specialist status as a performing arts college enhances pupils' learning experiences substantially at all stages. The contribution made by music is particularly impressive. Performing arts, together with sporting activities, provide the basis of an excellent extra-curricular programme and the take up is high. The school responds well to pupils' needs through its flexible planning approach. Optional programmes of study for older pupils prepare them very well for their future education or training. The school provides a range of technology subjects; applied art and design and GNVQ ICT have also been introduced to provide more vocational pathways at Key Stage 4. Pupils are taught safe working practices. Pupils with learning difficulties and/or disabilities have their needs carefully identified. Effective curriculum planning ensures that they make good progress. The school has developed and implemented successfully a range of strategies to improve reading and writing skills. These strategies, together with an enhanced ICT focus, have contributed to pupils' high achievement.

Care, guidance and support

Grade: 2

Care, guidance and support are good. There is a very high level of commitment to pupils' welfare. Pupils of all abilities feel there is a trusted adult to whom they can turn to if they have a problem. The procedures for child protection and health and safety are fully in place. Support for vulnerable pupils, and for those with learning difficulties, is notably good. Strong links with primary schools have been established and liaison is good. Pupils receive good guidance about their subject choices in Years 9 and 11 and for career opportunities. Effective links with parents are maintained through regular reports and parents' evenings. Most parents are very satisfied with the school. However, some would like closer contact with subject teachers when reviewing their child's progress. There is a good system in place to monitor pupils' progress in Years 10 and 11. GCSE results have improved substantially in 2005. In Years 7 to 9, pupils' effort and attitudes to work are carefully monitored; the school acknowledges that further work is needed to develop systems that will strengthen academic guidance at this stage.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher and senior staff are highly effective leaders who support well the development of teaching and learning as an aid to raising pupils' standards. Planning for improvement is thorough and well focused on whole school and subject self-evaluation. Areas for development are clearly identified, and most have suitable success measures that help the school identify progress against stated actions. Greater inclusion of pupils, especially the most vulnerable, is an implicit theme with the school development plan. Self-evaluation is of a high standard, providing an accurate and detailed analysis of strengths and weaknesses across all subject areas. The regular involvement of parents and pupils in the process of self-evaluation is currently underdeveloped. Middle managers are well informed about key improvement areas and whole-school initiatives. The school is served well by a dedicated group of teachers and other staff who appreciate the support from senior managers. The process of performance management is very good, but the quality of individual teacher target setting is variable, with some objectives lacking sufficient clarity and adequate success measures.

The governing body has a good understanding of the work of the school. Governors are developing well their monitoring and evaluating strategy through active involvement in a range of identified school priorities and actions. Effective monitoring is also being achieved through the work of individual governors linking with different curricular areas, but this has yet to include coverage of all subjects. Funds are managed very effectively and resources used well to target improvements across the curriculum, especially in the use of ICT. The school achieves very good value for money. The school has made good progress since the previous inspection, especially in addressing identified areas for improvement. This track record of continuing progress and

effectiveness in leadership and management contributes to the school's good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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11 November 2005

Dear Students

Thank you very much for making us feel so welcome when we came to carry out the inspection of your school earlier this week. The team's special thanks go to those of you we interviewed and spoke to about your work and aspects of school life.

Egglescliffe School is an outstanding school. Academic standards are very good indeed and you all have every opportunity to do very well. During our visit we were particularly impressed by positive attitudes in lessons, hard work and very good behaviour.

These are the particular strengths of your school.

Achievement and standards are outstanding in the main school and in the sixth form; for example, GCSE results are particularly good in 2005 – girls and boys have both achieved very well. GCE A level results are also very high

Lessons are good. You are attentive, keen to learn and are making good progress as shown by the high standards that are achieved

The care and guidance you receive are good – the school has a high level of commitment to your welfare

The curriculum and activities are outstanding. You benefit significantly from the specialist arts status and school's national reputation for music and orchestral work. Many of you take part in sports or other activities

You generally feel safe. You feel there is a trusted adult to whom you can turn to if you have a problem. You get on well with each other and your teachers

The house and school council and the sixth form student questionnaires are ways to make your views known. In the main school and sixth form you are able to have influence.

The head teacher and senior managers know the school very well. They are excellent managers. Staff have a clear idea of how the school is doing, where things are working well and where they can make improvements to make good areas even better. This is particularly true at Egglescliffe School which has many outstanding and good features. We believe that your

education at the school is of very high quality overall. We hope you will all have a very successful and happy future.

Yours sincerely

Sandra Tweedie

Her Majesty's Inspector

Annex B