



# The Long Eaton School

## Inspection Report

**Unique Reference Number** 112934  
**LEA** DERBYSHIRE LEA  
**Inspection number** 279058  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mrs. Pam Haezewindt LI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Thoresby Road
<b>School category</b>	Community		NG10 3NP
<b>Age range of pupils</b>	11 to 18		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01159732438
<b>Number on roll</b>	1336	<b>Fax number</b>	01159461371
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Malcolm Parry
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mr. Richard Vasey

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 2 February 2006 - 3 February 2006	<b>Inspection number</b> 279058
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## **Introduction**

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

## **Description of the school**

The Long Eaton School is a larger than average comprehensive school with a smaller than average but increasing sixth form. The very large majority of students are of white ethnic origin. A very small number are from a broad mix of minority ethnic backgrounds. The school has a lower than average number of students known to be eligible for free school meals and a lower than average number of students with specific learning difficulties. The school became a specialist science college in 2003. At the time of the inspection the school was accommodated on two sites a mile apart, the Lower School site being very over-crowded. The move to the new building for all students was due in two weeks time.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

Inspectors agree with the school that it is extremely effective. The school provides excellent value for money. Students arrive in school with average to just below average attainment and make very good progress when all contexts are taken into account. Students enjoy coming to school and are proud of it. Their personal development is extremely good, although their broader cultural development could be extended. Overall the care support and guidance they are given is outstanding. Teaching in lessons is mostly very good with examples of outstanding practice. Occasionally it is only satisfactory and more care is needed to plan for all students' needs. Marking is also not always as good as it could be. There is very good provision for students' to attend out of lesson activities to extend their learning and develop healthy lifestyles. The school provides an excellent curriculum which ensures students' enjoyment and commitment. Staff are very committed to the school and their students and have high expectations of them, which contributes to the schools' success. The leadership and management of the school are outstanding. School leaders know the school well and continually strive to make improvements. The school is well thought of by almost all parents and has been over subscribed for the last three years. The school has improved since the last inspection and is very well placed to continue to do so. All the weaknesses noted in the previous inspection have been dealt with. The school has become a science college, which has had a beneficial effect across the school, enabling it to improve resources, and develop curriculum pathways, and teaching and learning strategies. The school is well on the way to meeting its science college targets.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

Inspectors agree with the school's judgement that the effectiveness and efficiency of the sixth form are good. Students have very good attitudes to learning, and make good progress in their studies. Although a few students have to drop out of courses, many often make excellent efforts to overcome personal difficulties in order to pursue their studies. Although attainment in the sixth form has declined in the last two years, students' achievement has been satisfactory in relation to their abilities. Current students are making good progress, and standards are rising. Such progress is secured by good teaching, mentoring, and regular target setting to establish good levels of challenge for students. Their progress is closely monitored, and well-focused support provided where necessary. This makes a significant contribution to their personal development, which is excellent. There is very good care, guidance and support to ensure students' safety and well-being. The leadership and management of the sixth form are of high calibre, and indicative of a thorough, professional approach to continued improvement. The foundations to build successfully on both the school's and the students' achievements are firmly in place. Students are well prepared for their future studies and employment, and the sixth form provides good value for money.

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

- Continue to give learning the high profile it has in the school ensuring that every lesson includes tasks that match the needs of the full range of students. - Ensure the good practise that already exists in marking spreads across the school. - Increase students' opportunities to develop their multicultural awareness and understanding.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 2**

Students in the main school make exceptional overall progress and achieve the challenging targets set. Year 11 students entering the school with broadly average attainment are leaving with GCSE results well above national levels. This reflects the high expectations placed on them by the school, very effective day-to-day teaching and numerous additional activities such as revision and catch up classes. First-rate monitoring of their academic progress further enhances their progress. Reviews are rigorous and regular, with students and parents closely involved and each event leading to specific goals for improvement. Good progress is being made to meet science college targets. In Years 10 and 11, students make particularly rapid gains. Improvement has been focused here for longest. Students' progress in 2005 was amongst the best 5 per cent in the country. The proportion of students gaining 5 or more GCSE A\*-C passes has risen from 54 to 67 per cent in the last 3 years, with outstanding results in art and design, drama, history and statistics. Progress in Key Stage 3 is good and standards are significantly above average. In the recent past standards in science and English were lower than those in mathematics. Too few students gained the higher levels. However, intensive action by the school to make teaching, schemes of work and target setting more challenging has been effective: interim results in Years 8 and 9 are significantly higher than those reported in 2005. Almost all groups of students make very good or excellent progress, because the school provides an inclusive education. Small numbers of students with special educational needs make good rather than excellent progress and the same is true for the few students using English as an additional language.

## **Personal development and well-being**

### **Grade: 1**

The overall personal development and well-being of students is excellent. The school is highly successful at helping students to become responsible and increasing their social skills. Their confidence and self-awareness are also strong and they feel very secure at school. Many students make a highly effective contribution to school life and the wider community, for instance through work on the school council or promoting the conservation activities of the 'eco club'. Spiritual development is good and students' appreciation of a wide range of cultures is satisfactory. Behaviour and attitudes are both very good and attendance levels are above average. Behaviour in many lessons is exceptional. The respect shown to staff and visitors by the overwhelming majority

of students is very marked. Exclusions are broadly average, with strong efforts being made to reduce them. Students show real enjoyment in their work and this enthusiasm, underpinned by good concentration and effort, helps make learning very effective. The positive attitudes and constructive behaviour seen in lessons persists when students move around the school site or play at lunchtimes. Even when potentially dangerous situations arise, such as temporary congestion points in corridors and narrow staircases, students act maturely and safely. Safe practice is also strongly developed in science and physical education lessons. A great many students pursue a healthy lifestyle through involvement in sport and a growing minority eat from the healthy options bar at lunch-times. Students have an excellent level of workplace and other skills necessary for their future economic well-being. The work-related learning programme and the Young Apprenticeship scheme contribute especially well in this respect.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are very good overall, with some lessons that are outstanding. The inspectors' judgement of teaching closely matches the conclusions reached in the school's own self-evaluation. The high quality of teaching combined with students' mostly excellent attitudes to learning enables them to make excellent progress overall. Learning is further enhanced by additional activities such as booster classes and coursework catch up groups. Learning is at the heart of school improvement planning and the school devotes a lot of time spreading good practice. Teachers work hard and care for the students. They have good knowledge of their subjects and are enthusiastic about teaching. In lessons there is a positive climate for learning and teachers have realistically high expectations. Teachers effectively share learning objectives with students. Teachers manage their classes well, promoting excellent relationships and ensure students enjoy their lessons. Students maintain their concentration on the activities set and work well in groups and pairs. They readily participate in class discussions. Brisk pace and challenge are features of many lessons. Homework is regularly set which supports and extends learning. In just a few lessons the activities did not consistently meet the needs of students with different abilities. The school's assessment procedures and practice are generally good and students know their targets and how they are progressing towards them. The marking of work is impressive in some subjects, such as English and psychology, giving clear pointers as to how students can improve their work. However, marking procedures are inconsistently used, with the result that some students do not get the written feedback they need.

## **Curriculum and other activities**

### **Grade: 1**

#### **Grade for sixth form: 2**

Inspectors agree with the school's assessment that its curriculum is outstanding in the main school, and good in the sixth form. National Curriculum statutory requirements are met. Secure planning is in place to ensure the requirements of the Locally Agreed Syllabus for religious education are fully in place by September 2006 for Key Stage 4. The previous inspection issue, concerning religious education in the sixth form, has been resolved successfully. The curriculum, at all levels, promotes very successfully students' achievement. It is outstanding in its coherence, leadership, and planning at all levels. Its focus is to provide individual pathways for learning to meet the needs and aspirations of all groups of learners. This excellence in thinking is currently feeding through from Key Stages 3 and 4 into the sixth form. Ongoing curriculum initiatives to enhance the learning of students identified as more able are developing very well. In addition, specialist science status is stimulating some very productive opportunities for further curriculum development. Students themselves told inspectors how improved resources were benefiting arts as well as science subjects. There is a very well-organised programme of careers education and work related experiences, which prepares students very well for their future economic well-being. Sixth form students spoke with appreciation about these opportunities, and the ways in which they promoted their personal development. An excellent range of extra-curricular activities, and a wide range of trips and visits supports the main curriculum. Very many students take part in such activities, which build their confidence and enhance their learning.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for its students. All health and safety procedures are fully in place and staff are given training so that they know and understand the arrangements for child protection. All other steps to ensure the safety of students have been implemented with governors being closely involved in the process. There are very effective links with outside agencies so that any students who may be at risk are very well supported. The school maintains close communication with parents, building positive relationships and encouraging parents' involvement in their child's education. This is demonstrated in the progress review days which inform parents about the standards their child is working at and gives them the opportunity to help decide on targets. Reports to parents are very informative. The setting, monitoring and reviewing of targets for students is a typical feature in the school day, helping to ensure students reach the challenging targets that are set. Arrangements for students who are joining the school are thorough and careful, enabling them to settle quickly to learning. Comprehensive and detailed guidance is given to students at all times of transition so that they are extremely well supported. The school quickly identifies those who have special needs and appropriate learning programmes are set up which help them to make good progress. Teaching assistants are used very effectively to support them. Good procedures are in place for reintegrating students.

The many structures in place are strengthened by the excellent team work of staff in their efforts to raise pupil achievement.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The head and governors provide exceptional direction for the school very ably supported by senior leaders, middle managers and the commitment of all staff. The science college is well led. There is a very strong sense of purpose in the school focussed on improvement at all levels. Student performance is very effectively monitored and assessment information used very well to improve students' progress. Lessons are regularly observed and teaching is effectively and accurately evaluated and strategies put in place to secure improvements where necessary. The programme for continuing professional development is well linked to performance management and is exceptionally good. The new staffing structure, which includes Curriculum Team Leaders, Student Support Officers and Progress Managers, is well thought through: it enables the best use to be made of staff time to benefit students and provides more opportunities for more staff to develop leadership and management skills. The school is very inclusive and constantly seeks ways in which it can overcome any barriers to achievement. To this end it has excellent links with parents and external agencies to support students' development. It has worked tirelessly to ensure that the move to the new school is as seamless as possible and that disruption to students' education is minimal. It takes very good account of the views of stakeholders; this is again evident in the account taken of stakeholder views, including students, in the design, build and development of the new school. Another example is parents' involvement in reviewing the report format. Resources are used efficiently and the school has been vigilant about its needs for the move to the new school and the reduction in budget that it brings. The school overall provides excellent value for money. The governors' work with the school is exemplary. The governing body supports the head teacher very well, is proactive when it needs to be and is always seeking to improve the school. For example, it challenged the efficacy of the previous performance review process and was instrumental in its review and subsequent changes. It is very aware that the school does not provide all students with a daily act of collective worship due to lack of space and challenges the school to ensure that there is spiritual development across the curriculum and 'themes for the week' in form time each day. The school's own self evaluation and the outcomes of this inspection confirm that the school knows itself very well. All the areas for improvement in the last inspection report have been tackled. The vision of the senior leadership team and governors to develop the school through science college status has been successful. School improvement planning and review at all levels is mostly very good. The school's capacity to improve is excellent.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
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

<b>How well do learners achieve?</b>	1	2
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	1	2
How well learners with learning difficulties and disabilities make progress	2	2

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	1
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	1	1
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

On behalf of the inspection team and myself, thank you for welcoming us to your school on 2 and 3 of February. Thank you especially for the discussions you had with us, and for showing us to different parts of the school when necessary. We enjoyed visiting your school very much. We were very pleased to find that The Long Eaton School is an exceptionally good school which provides you with a very good education. Some of its major strengths are: - the way it is led and managed by your headteacher, the governors and staff so that it is constantly improved and you make very good progress; - the care, guidance and opportunities you are given so that you develop well both personally, academically and for life beyond school; - your enjoyment of the school and all it has to offer; - the links the school has with your parents, agencies and other schools to support your development - the development of the science college. Almost all of the lessons we visited were good or excellent. Just a few were satisfactory and sometimes marking was not as good as it could be. We have asked the school to continue to make improvements to learning and especially making comments on your work so that all of you are always helped to do as well as you possibly can. We have also asked the school to look at how it can provide more opportunities for your broader cultural development. We know that you will be moving to your new school very shortly and the accommodation will provide you with excellent facilities. We wish you a very good time there and all the best in your future studies.