



Archbishop Temple Church of England High School and Technology College, Preston

Inspection Report

Unique Reference Number 119814
LEA Lancashire
Inspection number 280671
Inspection dates 18 October 2005 to 19 October 2005
Reporting inspector Gina White

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

Type of school	Comprehensive	School address	St Vincent's Road
School category	Voluntary aided		Fulwood
Age range of pupils	11 to 16		Preston, Lancashire
Gender of pupils	Mixed	Telephone number	01772 717782
Number on roll	783	Fax number	01772 712833
Appropriate authority	The governing body	Chair of governors	Mrs J Astley
Date of previous inspection	5 October 1999	Headteacher	Mr D Hugill (acting headteacher)

Age group	Inspection dates	Inspection number
11 to 16	18 October 2005 - 19 October 2005	280671

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Archbishop Temple Church of England High School and Technology College is a smaller than average voluntary aided school serving a wide and relatively advantaged catchment area to the north of Preston. Most pupils enter the school as practising Christians and pupils from other faiths also attend. Just over 12% of pupils are of minority ethnic heritage. The number of pupils known to be eligible for free school meals is much lower than average. The proportion of pupils with learning difficulties and/or disabilities is slightly below average, at just under 12%. The school is well established as a specialist technology college and up to 10% of pupils are annually selected for entry because of their technological aptitude.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's evaluation that Archbishop Temple Church of England High School and Technology College provides a good education for its pupils and has some outstanding features. Leadership and management of the school are good; the acting headteacher and senior staff have led the school effectively. A culture of open and consultative leadership is emerging. Planning for new initiatives does not always make clear enough what they are intended to achieve or how the school will track their impact on pupils.

Standards and achievement are consistently very high and are improving. Pupils have exceptionally good attitudes to learning and aspire to get good grades and parents also place high value on achievement. The school does not let them down. However the schools statutory targets are out of step with this picture and do not sufficiently reflect pupils' abilities or provide a realistic challenge. The curriculum is rich in opportunities and closely tailored to meet individual needs, enabling all pupils to achieve exceptionally well. These features of the school's work are outstanding. Teaching and learning are good overall although they are not yet monitored closely enough to ensure that all lessons are of the same consistently high standard and the good work on assessment is not yet used consistently in all subjects.

Pupils are well cared for and the personal development of learners, guidance and support are good. Partnership with external support services is good. The school provides good value for money. This good school is within reach of becoming an outstanding one.

What the school should do to improve further

- Improve the monitoring of teaching and learning so that all lessons are as good as the best and the good work on assessment is used consistently to support learning in all subjects.
- Formally set statutory whole school targets which more closely reflect pupils' abilities and also provide a realistic challenge.
- Make clear in school plans how the new initiatives will make a difference to pupils and how the school will measure the impact.

Achievement and standards

Grade: 1

Overall, standards and pupils' progress by the end of Key Stage 4 are outstanding. At the end of Key Stage 3, standards in English, mathematics and science are consistently well above national average. Performance in mathematics at the higher levels is exceptionally strong. A consistent pattern of significantly high attainment characterises Key Stage 4. Further improvement has continued and results in 2005 examinations exceeded the school's expectations. Standards in history, design and technology, chemistry and biology are particularly strong.

Most pupils enter the school with above average attainment and this is most marked in Key Stage 3 year groups. Most pupils continue to make significant progress by the end of the Key Stage and by the time they leave school. A small group of girls with very low attainment and minority ethnic pupils do not make as much progress, but it is never less than satisfactory given their starting points. Pupils aspire to get good grades and to build on their achievements. They are set challenging individual learning targets and their progress towards achieving them is carefully and regularly monitored. Most pupils meet their targets. Learners are well supported by teachers, parents and carers and by the breadth of opportunities for enrichment in learning provided by the school. All pupils, including those with learning difficulties, leave school with good qualifications and some with high qualifications. The school is rightly proud of this achievement. It provides a firm foundation for the future and more pupils are moving on to further education and training.

The school makes effective use of the data it receives from primary schools to identify strengths and weaker features in Year 7 pupils' performance. Vocational courses in science and information and communication technology (ICT) are proving effective: they meet the needs of some older pupils for more flexible methods of assessment and achievement is very high.

Personal development and well-being

Grade: 2

Attitudes to learning are exemplary. Pupils respect their teachers and each other. They enjoy their education and make a positive contribution to it through involvement in the school council. There is very good participation in a wide variety of extra-curricular activities. Behaviour in lessons and around school is good. Fixed-term exclusions are relatively high, particularly those of pupils from minority ethnic backgrounds.

A good start has been made in promoting healthy lifestyles: healthier eating options are available at lunchtime and the school has engaged in the 'Healthy Schools Initiative'. Provision for spiritual, moral, social and cultural education is good. Pupils are respectful of Christian values and these are firmly embedded in assemblies. Their concern for others is well demonstrated, for example, by fundraising for local charities. Provision for cultural education has improved since the previous inspection. Pupils make an outstanding contribution and seek to influence the community about equality of opportunity, for example, through a focus on Fair Trade.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school, pupils and parents that teaching is good overall and sometimes exceptional. In most lessons, teaching is very well structured and closely focused on examination requirements so pupils reach high standards. Pupils have

exceptionally good attitudes to learning so they work very hard and waste no time in lessons. This contributes to their outstanding achievement.

In most lessons, tasks are challenging and well matched to pupils' needs. Teachers' very good relationships and rapport with pupils encourage high quality discussions which help to increase pupils' confidence and extend their knowledge. Pupils with learning difficulties are very well supported by teachers and classroom assistants. A wider range of teaching techniques is making lessons more interesting and enjoyable and is accelerating pupils' learning. However, teaching is not yet monitored closely enough to ensure that all lessons are of the same consistently high standard. Teaching in some lessons, although satisfactory, is slower paced and less varied so pupils do not make as much progress. Very good use is made of electronic whiteboards to display interesting resources which engage pupils' interest.

Work is marked regularly and most pupils are aware of the level they are working at and how to improve their work. The high quality assessment strategies, including pupils' self-assessment, which are used in the best subject areas are yet to be utilised by all teachers.

Curriculum and other activities

Grade: 1

The school evaluates its curriculum as good but inspectors judge it to be outstanding. This is because the curriculum is so closely tailored to the needs of individuals that it allows all pupils, including those with learning difficulties, to achieve exceptionally well. It enables almost all pupils to gain at least five higher grades in their general certificate of secondary education (GCSE) examinations. The school's status as a technology college is clearly reflected in the opportunities pupils are offered to gain additional qualifications in science and ICT. Vocational courses and a strong work related learning programme prepare pupils very well for the future. The guidance programme ensures that pupils are well informed about health and safety issues which may affect their lives and about their rights and responsibilities as citizens. Pupils take responsibility within the school community by serving on the school council and acting as prefects and members of the pupil support team.

A high proportion of pupils participate in the outstanding range of sporting, musical and drama activities and in the residential visits which take place outside of school hours. For example, GCSE history pupils spoke with great enthusiasm about their impending trip to the battlefields of France.

Care, guidance and support

Grade: 2

Pupils receive good care and support throughout the school. They feel well cared for and listened to. Pupils take good care of each other: older students have seized the initiative and set up and run their own pupil support team to provide confidential mentoring to younger children. Support for disaffected and vulnerable pupils is very good. Senior staff take an active and effective role in mentoring them and a high

priority is placed upon parents' involvement when negotiating individual support programmes to meet their child's needs. Pupils value this sensitive work. Specific rewards, particularly in modern foreign languages, are effective; they help to promote pupils confidence and raise their self-esteem. However, some pupils do not fully understand their learning targets.

Arrangements for child protection meet requirements. Effective links are maintained with a wide range of support services and the school is swift in seeking advice and in making referrals. In some areas of the school, more care is needed to ensure the buildings and equipment are safely used and maintained.

Leadership and management

Grade: 2

The school leadership team have led the school well during the long term absence of the substantive headteacher and some staff absence. The continuing drive to improve standards has been maintained and performance targets, including those for Technology College status have been met. Outstanding achievement and curriculum opportunities have been maintained. New initiatives since Easter 2005 are being implemented effectively. An open and consultative style of leadership is emerging. The vision of the acting headteacher powerfully conveys that Every Child does Matter and the school has a good track record of responding effectively to the needs of vulnerable groups of pupils. Pupils and staff feel well supported to reach their potential. Monitoring is clearly focused on the quality of teaching. However, rigour and impact of monitoring at all levels of management are not sharp enough to ensure that the standard of all teaching is raised to that of the outstanding teaching.

The school's self-evaluation is good: the leadership team, staff and governors share an accurate understanding of the school's strengths and weaknesses. Parents' and pupils' views inform the process. Development planning is good; priorities and actions are linked to the identified strengths and weaknesses. However, the planning of new initiatives does not always make clear enough what they are intended to achieve or how the school will track their impact on pupils.

Use of resources is good: accommodation now meets most needs and staff are appropriately qualified and inducted. Vetting procedures for adults who work with pupils are robust, and adequate training for staff with child protection responsibilities is provided.

Governors are effective and well informed. However, the statutory targets they have set are not sufficiently challenging in light of the high attainment levels children have when they enter the school. Parents value the quality of education provided. The school is never complacent and has the 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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

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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20 October 2005

Dear Pupils,

Thank you for the help you provided to me and the inspectors when we visited the school on the 18th and 19th October. We thoroughly enjoyed the opportunity to talk with you and to listen to your views about the school. We were very impressed by your courtesy and good behaviour during our visit. A number of your parents and carers responded to a confidential survey and this was very helpful.

We decided that your school is good with some excellent features. The standards you achieve and the progress you make are outstanding. We think your attitudes to learning are exceptional and were impressed with the way you quickly settled to lessons and worked hard. Teaching and learning are good. Your teachers and classroom assistants provide good support. They are helping you to achieve and are making most lessons interesting and enjoyable. In some subjects, you are involved in assessing your work with the teacher and this is helping you to know what you need to do to improve. The curriculum, activities and opportunities that the school provides for you are outstanding. You and your parents told us how much you valued and enjoyed the many good things the school offers.

Many aspects of the school's work are good: your personal development, the care and individual support you receive when you most need it and the support you provide to each other. The way in which older students have taken the initiative to set-up a mentoring service for younger pupils is a promising development. It shows you make a contribution and care for each other. The school has come through a difficult time with some staff absence but we think the acting headteacher and the senior staff are doing a fine job.

We have asked the school to do three things to improve further.

To improve the monitoring of teaching and learning so that all lessons are as good as the best and the good work on assessment is used consistently in all subjects.

To formally set whole-school targets which closely reflect your abilities but also provide a realistic challenge. These are known as 'statutory' targets.

To make clear in school plans how new initiatives are expected to make a difference to you, and how the school will know they have.

Best wishes for the future,

Gina White

Her Majesty's Inspector

Annex B