



Humphrey Perkins High School

Inspection Report

Unique Reference Number 120234
LEA Leicestershire
Inspection number 280773
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector David Cox RISP

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

Type of school	Middle deemed secondary	School address	Cotes Road
School category	Community		Barrow-upon-Soar
Age range of pupils	11 to 14		Loughborough, Leicestershire LE12 8JU
Gender of pupils	Mixed	Telephone number	01509 412 385
Number on roll	951	Fax number	01509 620 902
Appropriate authority	The governing body	Chair of governors	Mr Brian Tetley
Date of previous inspection	27 March 2000	Headteacher	Mr David Edwards

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is an average sized middle school and is set in Barrow-upon-Soar, Leicestershire. Students come from a wide area. Almost all students are from a white British background although there are a small number from minority ethnic backgrounds. When students are admitted to Year 7, they have the skills and knowledge typical of 11 year olds. The proportion of students who have individual learning needs is about average. The proportion of students eligible for free school meals is about half the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Humphrey Perkins High School provides a good education for its students. The school's own view of its effectiveness is more cautious. Students make good progress in Years 7 to 9 and attain above average standards. The girls make better progress than boys because the girls have better attitudes to learning. The teaching is good. The school takes good care of students. The students' personal development is good, though they do not learn enough about business and enterprise. Through good leadership, many new systems and initiatives have been introduced which are improving the progress students make. Whilst the school has a wealth of data, this is not used consistently by heads of department to improve the quality of teaching. The school provides good value for money. It has addressed successfully the issues identified in the last report. It is well placed to continue to improve.

What the school should do to improve further

- Improve the progress made by boys.
- Make more consistent use of the assessment data so as to improve the quality of teaching to that of the best in the school.
- Provide more opportunities for students to learn about business and enterprise.

Achievement and standards

Grade: 2

When students start in Year 7 their standards are broadly typical for their age. By the time students leave the school in Year 9, standards are above average. The school's results in 2004 were above average and these were maintained in 2005. Students make good progress overall because of the good support they receive from their teachers and support staff. Girls make better progress than boys because girls tend to have more mature attitudes and get on with their work whilst some boys do not always concentrate.

The school has successfully taken steps to improve standards in English which was a concern noted in the last report. The students have good literacy skills. They are articulate, for example, Humphrey Perkins students are currently Leicestershire 'mock trial' champions. The students' writing skills are above average. In Year 9, they produce very thought provoking pieces about the impact of bullying. Students do particularly well in science and enjoy the practical investigations. In mathematics, students make satisfactory progress. In other subjects, the students attain above average standards and make good progress. The school sets challenging targets for improvement and normally meets these.

Personal development and well-being

Grade: 2

The school attaches great importance to students' personal development, creating a culture of personal responsibility and mutual care. As a result, Year 7 pupils quickly

develop a sense of belonging and of being valued for themselves and the contribution they make to the school community. Through mentoring and alternative education programmes, the school enables all its students to develop well as young people.

Students express their views on school affairs effectively through their elected councils and have contributed towards various improvements in facilities. Much of the groundwork for their social development is done through the strong personal development curriculum. Spiritual development has improved since the previous inspection and is now satisfactory.

Students respond well to the many opportunities for self-development through extra-curricular activities, trips and residential visits organised by the school. The high participation rates in sport and the popularity of the healthy eating menu in the excellent school restaurant indicate students' awareness of the importance of a healthy lifestyle. Other aspects of lunchtime and after school activities make a significant impact on students' social and cultural development. In particular, students show concern for others by participating readily in fund raising for charities. Opportunities to teach enterprise skills are not well embedded across the curriculum.

Behaviour is satisfactory overall and students generally show consideration for each other and take a pride in the improving facilities.

Quality of provision

Teaching and learning

Grade: 2

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Curriculum and other activities

Grade: 2

The curriculum is good and meets all statutory requirements. The range of extra clubs and activities available for students is good, with a particularly wide selection for students who are particularly gifted or talented including the opportunity to study information and communication technology to AS-level at the end of Year 9. The alternative curriculum programme, for students at risk of being permanently excluded from school, is particularly effective. Students who follow the alternative curriculum continue to learn the basic skills of mathematics and English, as well as studying other subjects. They are also taught how to improve their social skills, such as how to control their behaviour. The project is proving to be a great success, with almost all students having a 100 per cent attendance record. These students are now being reintegrated into mainstream education.

Care, guidance and support

Grade: 2

The school looks after its students well. Students feel safe, well looked after with little intimidation or harassment. A consequence is that attendance is above average and there is little unauthorised absence. Students feel confident to approach staff if they have concerns and receive well-informed help and support. Procedures for 'Child Protection' are established well and understood by all staff.

There is a strong commitment to providing an effective approach to student care. Staff monitor students' academic and personal progress well. Students receive good guidance about subject and career choices.

The school ensures that all students have access to all it offers. Students with learning difficulties, including those with learning, physical and behavioural difficulties receive good support. Students at risk are identified early and the deployment of key staff and agency support helps students cope with school life. The relationships between staff and students are positive, caring and constructive.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is providing good leadership and together with the leadership team has moved the school from one that had significant weaknesses to one with many strengths. The senior managers have a very clear vision of a caring community in which every child is valued. The improving standards and achievement are clear. Self-evaluation is mostly accurate although the school is rather cautious when judging the quality of teaching and the progress students make. Monitoring systems are good although the new assessment and tracking system

is not used consistently by all departments to improve the quality of teaching. The headteacher has involved the whole of the school in the self evaluation process and has been supported well by the local education authority.

The work of the governing body is good. Governors give the school good support and are actively involved in the life of the school. There are good procedures for ensuring that the school recruits well qualified staff through the good initial teacher training programme which is a strength of the school.

Parents and students speak well of the school and their views are sought on any major changes proposed. The school shows a 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?	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	2	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	3	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	No
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	NA

Text from letter to pupils explaining the findings of the inspection

Humphrey Perkins High School Cotes Road Barrow-upon-Soar Loughborough Leicestershire
LE12 8JU

12 October 2005

Dear Students

As you know, some inspectors visited your school recently to find out how well you are doing. Thank you very much for welcoming us into your school, and a special thank you to all those who gave up their time to show us around and talk to us about their life at school.

We agree with you that Humphrey Perkins is a good school to be at; the teaching is good and girls in particular do well. You come to school regularly and teachers help you to mature and become more responsible. Teachers, mentors and other staff in the school know you well. The school is generally a healthy and safe place to be. The headteacher and others who are responsible for running the school are doing a good job and spending the school's funding wisely.

There are some things that the school could do to improve. We have asked the school to concentrate on helping the boys to do as well as the girls. You could help, boys, by making sure you concentrate in all your lessons. The school has a good amount of information about how well you are doing, but we have asked teachers to make more use of this when they plan their lessons. Finally, we have asked that you be taught more about business, so you are better prepared to become the business leaders of the future.

Thank you again for helping us with our work.

Yours sincerely

David Cox and the inspection team