



The Peele School

Inspection Report

Unique Reference Number 120645
LEA LINCOLNSHIRE LEA
Inspection number 280862
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Dr. Kenneth Thomas LI

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

Type of school	Secondary	School address	84 Little London
School category	Community		PE12 9LF
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01406 362120
Number on roll	648	Fax number	01406 364940
Appropriate authority	The governing body	Chair of governors	Ms.Joy Albans
Date of previous inspection	Not applicable	Headteacher	Mr. John Anthony

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The Peele School is an 11 to 16 mixed secondary modern school. Because the school operates in a selective system of education, almost all higher attaining pupils attend local grammar schools and so standards on entry are below average. The school is below average in size and there are more boys than girls on roll. Almost all the pupils are from white British backgrounds. The proportion of pupils eligible for free school meals is about average, as is the proportion with learning difficulties and disabilities. However, the proportion with statements of special educational needs (SEN) is well above average. A few pupils have English as an additional language. Many pupils come from small rural communities and travel long distances to attend the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is providing an education that is at least satisfactory in all respects. This closely matches the school's own evaluation of its performance. Senior staff have a clear understanding of the strengths and weaknesses of the school. Areas for improvement are accurately identified and the school's development plan is strongly focused on raising standards and achievement. Improvement since the last inspection has been satisfactory. The headteacher provides the school with strong leadership and is supported effectively by senior managers and other staff. Value for money is satisfactory and the school has the capacity to make the required improvements. Although standards are below average, achievement is satisfactory. There is a need, however, to raise standards at the end of Year 11 and in particular to raise achievement in English. The school has recently introduced rigorous and comprehensive systems for monitoring and evaluating the quality of teaching and learning. This is necessary in order to tackle particular weaknesses and ensure that the most effective teaching becomes more widespread. There is inconsistency in the marking of pupils' work and in some subjects not enough guidance is given on how to improve the quality of the work. Although behaviour in lessons is often good, the boisterous behaviour on corridors at lesson changeover times means that behaviour is satisfactory overall. Pupils are given outstanding care, support and guidance and most pupils say that they enjoy their life in the school because there is a safe and secure learning environment. The school has introduced greater flexibility into the curriculum for Years 10 and 11 and provides well for a wider range of pupils' interests. Good links have been established with other schools and the community. These are enhanced through the increasing range of services and activities provided for pupils, their families and the wider community. The support provided for pupils with learning difficulties and disabilities and for those whose first language is not English is particularly effective.

What the school should do to improve further

- Raise standards and achievement at the end of Year 11 and in particular, standards and achievement in English.
- Build on the examples of good and outstanding teaching seen in the school to raise the quality and consistency of teaching to that of the best.
- Ensure that the marking of pupils' work provides clear guidance on how to improve.
- Ensure orderly movement in corridors at lesson changeover times so that inappropriate behaviour is eliminated.

Achievement and standards

Grade: 3

The achievement of pupils from all social and ethnic backgrounds is satisfactory. Pupils with learning difficulties and disabilities make satisfactory progress, as do those whose first language is not English. Attainment on entry to the school is below average. Results in the National Curriculum tests, taken at the end of Year 9, show a rising trend over the last four years, although they remain below average. Performance in

the 2005 tests showed an improvement in the science and mathematics results, but not in English. GCSE examination results rose sharply in 2005 to achieve the target set for the year group. Although the proportion of pupils gaining five or more A* to C grades was well below the national average, the proportion of pupils gaining five or more A* to G grades was close to the national average. These results are an accurate reflection of performance relative to attainment on entry. Nevertheless, because of staffing difficulties, pupils' progress was significantly better in mathematics than in English. The school is implementing a variety of strategies to raise standards in English and early indications are that new subject leadership is having a positive impact. In 2005, pupils achieved especially well in science, design and technology, drama and home economics, but less well in English literature, French and geography. There are no significant differences in the attainment of boys and girls. Consistent with the school's drive to raise standards, more challenging targets have been set for 2006.

Personal development and well-being

Grade: 3

The personal development and well-being of pupils are satisfactory. Most pupils say that they enjoy their education and feel well supported by the school. This is reflected in pupils' attendance, which has risen since the last inspection and is now close to the national average. A revised behaviour management strategy has led to a significant drop in exclusions and the majority of pupils conduct themselves well around the school and in lessons. However, the behaviour of a minority of pupils at lesson changeover times is unsatisfactory. In discussion pupils say that they feel safe and secure, and are confident that any incidents of bullying are swiftly and effectively dealt with. The school is rightly proud to be the recipient of the Lady Diana Memorial Award for its anti-bullying work. Pupils are aware of the need for healthy eating and, through the school council, they were actively involved in the removal of carbonated drinks and sweets from the school vending machines. Pupils participate in a wide range of sports and other physical activities, and understand the importance of regular exercise. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils demonstrate their awareness and understanding of the needs of others and transfer these feelings into actions as shown in charitable activities. It is also seen in pupil involvement in the 'Eat Clever' project for young mothers and the 'Lifestyles' group of elderly residents who attend the school for lunch. Activities such as these are central to the school's aim to be at the heart of the community it serves. Although pupils' spiritual development is satisfactory, greater advantage could be taken of the opportunities that arise to enhance this aspect of pupils' personal development.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, and is consistent with the school's self-evaluation. In the best lessons, good planning ensures that learning activities are

well matched to pupils' varying attainment levels. This, together with skilful questioning, extends pupils' thinking and promotes independent learning. In lessons of this quality, classroom management is good and the vast majority of pupils respond positively to the teacher's high expectations. As a result, lessons are orderly and rapid progress is made. These were, for example, strong features of the outstanding lessons seen in mathematics and ICT and in the best lessons in English, French and science. In the satisfactory lessons, there is less challenge, pupils are not so actively involved and as a result make slower progress. In lessons where the work set is not well matched to the attainment levels of pupils, they lose interest and poor behaviour is more likely to occur. The school recognises that the raising of standards and achievement will depend almost entirely on the effectiveness of its strategies to ensure that all teaching consistently mirrors that of the best. Assessment information is now being used more effectively to inform the setting of individual targets, to monitor pupils' progress and to identify underperformance. However, the quality of marking varies and in some subjects pupils are given too little guidance on how they should improve.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. Because of difficulties in recruiting appropriately qualified staff, the school is currently unable to provide religious education for all pupils in Years 10 and 11. In all other respects the curriculum meets statutory requirements. Provision for information and communication technology has improved and computers are now being used to support teaching and learning more effectively. This is an improvement since the last inspection. The curriculum in Years 7 to 9 covers the full range of required subjects. In order to raise standards in English, additional curriculum time has been allocated to the subject. An innovative feature of the curriculum in Years 10 and 11 is the provision of a 'pathways' programme. The pathways, which include a number of vocational options and opportunities for pupils to take GCSE examinations early, are carefully constructed to meet pupils' needs and aspirations. This makes a significant contribution to pupils' motivation and makes a positive contribution to their future economic well-being. Provision for pupils with learning difficulties and disabilities is good. Individual education plans are well constructed and, where necessary, alternative curriculum provision meets their needs effectively. Provision for careers guidance is good and the curriculum is enriched by a good range of extra-curricular activities in which many pupils participate. Pupils who do not have English as their first language are well provided for.

Care, guidance and support

Grade: 1

The provision for the care, guidance and support of pupils is outstanding. Health and safety procedures are clear and fully in place. All staff know and understand the arrangements for child protection and take appropriate action if required. Staff work very effectively with a wide range of external agencies to provide support for pupils' welfare, attendance, behaviour and special educational needs. The school correctly

sees the careful monitoring of pupils' progress and effort as an essential part of the drive to raise standards and this has been strengthened by the introduction of academic review days throughout the school. These reviews are conducted as individual consultative meetings with pupils and their parents or carers, and provide excellent support and guidance, particularly when Years 10 and 11, and post-16 options are being considered. The pastoral system is effective in enabling pupils to be open in the sharing of any concerns. In discussion pupils in Years 10 and 11 said that in addition to the support they receive from their form tutors, they particularly value the excellent support that is provided by their non-teaching mentors.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The head teacher provides a clear direction for school improvement and the raising of standards. Together with other senior staff he has identified appropriate priorities for action. New appointments have been made to strengthen senior and middle management and so support the drive for improvement. Nevertheless, because of difficulties in recruitment there is some inconsistency in the quality of subject leadership and the recruitment of high quality staff is a continuing priority for the school. The school is keen to involve parents and carers in their children's education and surveys of their opinions show that parents appreciate the amount of information they are given on their children's progress and the opportunity to discuss this in detail at the progress review meetings. The school's strategy for improvement is now based on rigorous monitoring and evaluation and greater accountability for performance. Members of the senior management team now meet regularly with subject leaders to set targets, to monitor progress and to identify where action needs to be taken to secure improvement. More effective use is being made of assessment information so that underperformance can be identified quickly and tackled at an early stage. Improvements such as these are indicative of the school's capacity to improve at a more rapid rate. Satisfactory progress has been made in addressing the issues highlighted in the last inspection. The school knows its strengths and weaknesses. Governance of the school is satisfactory. Resources are managed well and used effectively. There are good links with other organizations and as a designated full service extended school, there is a firm commitment to strengthening these links through the provision of facilities and services that benefit pupils, families and the local community.

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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?	3	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	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	1	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

As you know, a group of inspectors visited your school recently. I would like to thank you all, on behalf of the inspection team, for your co-operation and assistance during our visit. I am writing now to tell you about our findings. Here are some of the things we found out about your school. Your headteacher and all of the staff at the school do things with your best interests in mind. They are committed to improving your examination and test results, and are keen to improve the opportunities available to you. This is seen, for example, in the way in which the range of options in Years 10 and 11 has been extended to provide courses that are better suited to your needs and aspirations. Linked to this are the excellent support and guidance you receive as you progress through the school. Many of you spoke highly of this and told us about the ways in which you contribute to the school through, for example, the year and school councils and by older pupils helping to support younger pupils. There is a good range of out of school opportunities, which many of you take part in and enjoy. Almost all of you are aware of this and are happy to come to school and take advantage of the opportunities the school provides for you. We found that most of you behave sensibly in lessons but that a minority are unduly boisterous when moving around the school. We know that the headteacher, staff and governors are working very hard to ensure that you have the best possible education the school can provide, and we have suggested a few things that we think will help. We have asked the school to - Improve your GCSE examination results and in particular your results in English. - To share the best teaching ideas and approaches so that all lessons are lively and interesting. - Give you clear guidance on how to improve through the marking of your work. - Ensure orderly movement on the corridors at lesson changeover times. Once again thank you for your welcome.