



Lincoln Christ's Hospital School

Inspection Report

Unique Reference Number 120704
LEA LINCOLNSHIRE LEA
Inspection number 280876
Inspection dates 13 February 2006 to 14 February 2006
Reporting inspector Dr. Kenneth Thomas LI

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

Type of school	Comprehensive	School address	Wragby Road
School category	Voluntary aided		LN2 4PN
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	01522881144
Number on roll	1265	Fax number	01522881155
Appropriate authority	The governing body	Chair of governors	Rev.Canon Alan Nugent
Date of previous inspection	9 October 2000	Headteacher	Dr. Andy Wright

Age group	Inspection dates	Inspection number
11 to 18	13 February 2006 - 14 February 2006	280876

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Lincoln Christ's Hospital School is an above average size mixed 11 to 19 comprehensive school. A significant proportion of pupils are drawn from some of the most socially and economically disadvantaged wards in Lincoln. Standards on entry to the school are below average overall. Pupils are mostly of White British heritage and there are a few from minority ethnic backgrounds. The number of pupils with English as a second language has increased over recent years, although this proportion remains below average. The main languages spoken are Polish, Farsi and Nepali. The proportion of pupils eligible for free school meals is about average as is the proportion with special educational needs (SEN). The proportion with statements of SEN is above average. The school has been a specialist Language College since 2001.

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 and several aspects of its work are good. This judgment 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. However, the highly motivating leadership provided by the headteacher has revitalised staff at all levels and this, together with good teamwork amongst senior managers and other staff, gives the school good capacity to improve. Value for money is satisfactory. Standards and achievement are satisfactory. The headteacher and senior staff are now clearly focused on improving the quality of teaching and learning in order to raise standards further. The school has introduced more rigorous and comprehensive systems for monitoring and evaluating its work with a particular focus on teaching and learning. The challenge for the school is to ensure that the most effective teaching becomes more widespread in order to continue these improvements and raise achievement. There is a need to raise standards at the end of Year 11 and in particular to raise standards in mathematics. There is also a need to eliminate the disruptive behaviour of a minority of pupils that slows progress in some lessons. Most pupils enjoy their school life in a safe and secure environment where they are encouraged to learn and their achievements are celebrated. The school is introducing greater flexibility into the curriculum for Years 10 and 11 to provide for a wider range of pupils' interests. Good links have been established with other schools and the community, and these are enhanced through the school's status as a specialist Language College. Support and guidance are good. Pupils receive clear information on the choice of subjects in Years 10 and 11 and good advice and guidance before entering the sixth form. The support provided for pupils with special educational needs and for those with English as an additional language is particularly effective.

Effectiveness and efficiency of the sixth form

Grade: 2

The school evaluates the effectiveness and efficiency of the sixth form to be satisfactory but inspectors judge it to be good. Students have confidence in the quality of education provided. They make good progress and, taken overall, reach above average standards on advanced courses. The large majority complete the courses they begin. Students are well cared for, enjoy their education and have positive attitudes to learning. They contribute well to the life of the school community and provide good role models for younger pupils. Teaching is often good and occasionally outstanding. The sixth form curriculum is satisfactory. The school plans to extend the choice of courses to include more below advanced standard and so provide a curriculum that is more closely matched to the widening range of students' interests and attainment levels. Leadership and management of the sixth form are good. The sixth form provides good value for money.

What the school should do to improve further

- Raise standards and achievement at the end of Year 11 and ensure that the improvement seen in mathematics is sustained. - 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 consistency in teacher's expectations of pupils' behaviour and that the school behaviour strategy is implemented in all lessons.

Achievement and standards

Grade: 3

Grade for sixth form: 2

The achievement of pupils is satisfactory. Pupils start at the school with attainment which, although covering the full attainment range, is below average overall. By the end of Year 9, pupils from all social and ethnic backgrounds, including those with special educational needs and English as an additional language, make satisfactory progress to reach standards that, taken overall, are broadly average. Performance in the National Curriculum tests in 2005 was marked by an improvement in the science and mathematics results, but not in English. Although the proportion of pupils gaining five or more GCSE A* to C grades is below average, these results represent satisfactory progress when attainment on entry in Year 7 is taken into account. Nevertheless, pupils' progress was better in English than in mathematics. The school is implementing a variety of strategies to raise standards in mathematics and the monitoring of pupils' progress indicates that standards are beginning to rise. Consistent with the school's specialist status, standards are also beginning the rise in modern foreign languages. However, both the school and Language College targets set for 2005 were over-ambitious and as a result, not achieved. More realistic, but nevertheless challenging, targets are now being set and the school's assessment information indicates that targets for 2006 could be met if the concerted effort that the whole school is now putting into raising standards is sustained. Because sixth form teaching is good, students make good progress and examination results have been above average in most recent years. In the examinations taken at the end of Year 13 the majority of students achieve better grades than would be expected by their earlier performance at GCSE.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

The personal development and well-being of pupils are good. Most pupils enjoy school and appreciate the variety of opportunities they are given to learn and make progress. The majority conduct themselves well around the school and in lessons, but the behaviour of a minority is unsatisfactory and a continuing focus for the school. Senior staff have a high visibility around the school and 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 has successfully improved attendance so that it is now close to the national average. Pupils are aware of the need for healthy eating and have welcomed the new lunchtime menus. They participate in a wide range of sports and physical activities and understand the importance of regular exercise. Pupils' social and moral development is satisfactory, and cultural development is good. Pupils demonstrate their awareness and understanding of the needs of others and transfer these feelings into actions as shown in the raising of funds for disaster relief. Although spiritual development is satisfactory, greater advantage could be taken of the opportunities that arise to enhance this aspect of pupils' personal development. Pupils feel that the school council could be more effective and make a bigger contribution to the life of the school. Pupils take opportunities to assist in school and community events. Through citizenship education, the knowledge, understanding and skills that will be useful in their working lives are enhanced. This is an example of the broad role the school strives to play in equipping pupils for future employment.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

The quality of teaching and learning is satisfactory overall. Inspectors' judgement of teaching closely matches the conclusions reached by the school leadership team in their own monitoring of lessons. In the many good and occasionally outstanding lessons, teachers continually have regard to pupils' varying attainment levels and skilfully question pupils to challenge their thinking and promote independent learning. These were features of the best lessons seen in modern foreign languages, history and English, for example. 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. However, in too many otherwise satisfactory lessons, and in two which were unsatisfactory, learning activities were uninspiring, the pace was slow and there were weaknesses in classroom management. In these lessons, too much teaching time was spent dealing with the attention seeking behaviour of a minority of pupils. The school has identified greater consistency in the management of pupil behaviour as an important part of the drive to raise standards. Overall, pupils thought their work was marked helpfully and they knew what they needed to do next. Some of the work looked at by inspectors confirmed this. The school's assessment practice has improved since the last inspection. Most pupils know their targets and how they are progressing towards them.

Curriculum and other activities

Grade: 3

The quality of the curriculum across Years 7 to 11 and in the sixth form is satisfactory with some good features. The curriculum meets statutory requirements. This is an

improvement since the last inspection. The issues raised for action in the last inspection report have been tackled successfully. As a result the curriculum is now satisfactorily balanced. In order to ensure that the curriculum meets the needs of pupils and students more fully, the school is, rightly, planning to extend the range of vocational courses presently available, both in Years 10 and 11, and in the sixth form. Provision for information and communication technology has improved and computers are now being used to support teaching and learning more effectively. This is seen, for example, in mathematics and English. Provision for pupils with special educational needs and those with English as an additional language 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. Pupils' educational experiences are enhanced by the school's specialist status and large numbers participate in a wide range of cultural activities, including residential visits abroad. Many pupils also take part in the wide range of sporting and other activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Health and safety procedures are clear and fully in place and all staff know and understand the arrangements for child protection. Regular risk assessments are carried out to ensure that potential hazards are identified and minimised. Staff work very effectively with a wide range of external agencies to provide support for pupils' welfare, attendance, behaviour and special educational needs. Through the Achievement Centre, particularly good support is provided for pupils with learning difficulties and those with English as an additional language, and through the new Guidance Centre, good support is provided for pupils with behavioural 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. Pupils are now given realistic targets for improvement and mentoring arrangements are made for any in danger of underachieving. Strenuous efforts are being made to involve parents and carers in their children's education. Parents and carers are provided with regular and informative progress reports, and there are individual consultative meetings as pupils and students approach external examinations. Gifted and talented pupils are identified through the analysis of information on entry to the school. While many of these pupils are provided with additional challenge through the range of enrichment activities, the school acknowledges that there is a need to review provision in order to ensure that their needs are fully met.

Leadership and management

Grade: 3

Grade for sixth form: 2

The overall leadership and management of the school are satisfactory. This judgement is consistent with the school's evaluation of leadership and management. The newly

appointed head teacher is providing an exceptionally clear direction for school improvement and the raising of standards. Together with other senior staff he has identified priorities for urgent action and in this has the full support of governors and staff. Successful new appointments have been made to strengthen senior and middle management and so support the drive for improvement. Senior staff are highly visible around the school, encouraging colleagues and contributing directly to the management of pupils. Surveys of the opinions of pupils and parents show that they recognise the improvement now being seen in the school. The school's strategy for improvement is based on very rigorous monitoring and evaluation, and on greater accountability for performance. Consequently, senior and middle managers have a much clearer picture of the school's main strengths and weaknesses and of where action needs to be taken to secure improvement. Increasingly effective use is being made of assessment information for target setting and monitoring, so that underperformance can be identified and tackled at an early stage. Improvements such as these are indicative of the school's capacity to improve at a more rapid rate. Governance of the school is satisfactory and all statutory requirements are met. There are good links with other organizations and the school is continuing to develop its links with the community through its specialist school status. Resources are managed well and used effectively.

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
--	-----------------------	--------------

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	2
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	3	2
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?	3	2
The standards ¹ reached by learners	3	2
How well learners make progress, taking account of any significant variations between groups of learners	3	2
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?	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	3	
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	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
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?	3	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
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	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
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

As you know, a group of inspectors visited your school. 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. They are also keen to improve the opportunities available to you. This is seen in the variety of interesting activities associated with the Language College and the way in which the school wants to extend the range of options in Years 10 and 11 to provide more vocational courses. You are well cared for and many older pupils and students contribute to this by the jobs you do such as helping 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 around the school and in lessons and that when lessons are lively and interesting you are fully engaged and make good progress. Many of you feel that you would like to play a bigger part in improving your school by making the school council more effective. 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 mathematics. - To ensure that behaviour is improved so that you can concentrate on your work and make good progress in all lessons. - To share the best teaching ideas and approaches so that all lessons are lively and interesting. Once again thank you for your welcome.