



Sheringham High School and Sixth Form Centre

Inspection Report

Unique Reference Number 121214
LEA NORFOLK LEA
Inspection number 280957
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Mr. John Mitcheson LI

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

Type of school	Comprehensive	School address	Holt Road
School category	Foundation		NR26 8ND
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	01263 822363
Number on roll	813	Fax number	01263 821413
Appropriate authority	The governing body	Chair of governors	Mr. Perter Lawton
Date of previous inspection	11 December 2000	Headteacher	Mr. Tim Roderick

Age group 11 to 18	Inspection dates 25 January 2006 - 26 January 2006	Inspection number 280957
------------------------------	---	------------------------------------

© 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 one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Sheringham High School and Sixth Form Centre is a smaller than average 11-18 comprehensive with 676 students in the main school and 137 in the sixth form. It shares a campus with a primary school and special school. Standards on entry are slightly above average. There are fewer girls than boys. Almost all of whom are from white British backgrounds. The number of students eligible for free school meals is below average, as is the proportion of students with special educational needs. The school is awaiting a decision on its application for specialist status in Performing Arts. The relatively new headteacher has been in post since September 2004 and the school has had a considerable number of recent staffing changes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Sheringham High School and Sixth Form Centre is a satisfactory school with many strengths. Parents and students comment favourably on the improvements in school following the appointment of a new headteacher and his leadership team. The majority of boys and girls achieve satisfactorily in both key stages. Last year's results in tests and examinations improved and are now in line with what would be found in similar schools. The school achieved its best ever GCSE results in 2005. The school's judgements on its own effectiveness as satisfactory with many strengths, concur with those of the inspection team. In the past, student achievement has not been as high as it could be. However, the new leadership team is well aware of the school's strengths and weaknesses and has focused all staff on what needs to be done to raise achievement further. The school provides satisfactory value for money. Students enjoy school and appreciate the support and care they now receive. Many take an active role in the school council and enrichment activities after school. A small minority of students do not attend school regularly. The school is working hard to correct this and recent improvements indicate it is on-track to meet the challenging targets it has set itself. Teaching and learning are satisfactory. These are often good and on occasions, exceptional. Several improvements have been made recently, including the widespread use of information and communication technology (ICT) in lessons. Sharing the best practice with teachers, would support further improvement in teaching. Leadership and management are good. The relatively new headteacher and leadership team are making a difference and have put in place good quality plans to raise achievement further and to achieve specialist performing arts status. The improvements so far demonstrate that the school has good capacity to improve further and become a good school.

Effectiveness and efficiency of the sixth form

Grade: 3

Inspectors agree with the school that the effectiveness and efficiency of the sixth form are satisfactory. Until recently, sixth form students have made only a limited contribution to school life. The new headteacher is keen to make the sixth form a distinctive feature of the school and ensure more students have the opportunity to progress through to further study at the end of Year 11. Students appreciate the care, guidance and support currently offered to them. However, this has not always been the case and limited guidance on what studies and qualifications to pursue has been a contributory factor in the poor performance of some students. Entry into the sixth form is open to students of all abilities and interests, classes are often small in number. Standards were lower than usual in 2005 and were below average. When the students' standards on entry are taken into account overall achievement is satisfactory. However, a significant number of Year 12 students did not meet their targets. Most students progressing into Year 13 achieved a pass at GCE level, and several achieved a C grade or better. Steps have been taken to improve teaching by ensuring students' progress is carefully tracked and recorded, so teachers can monitor how well each student is

doing. A new head of sixth form has been appointed this year to provide better advice to students joining the sixth form and seek ways to broaden the range of courses on offer in partnership with other schools and colleges.

What the school should do to improve further

- improve the quality of care, guidance and support provided for students in the sixth form in order to raise standards - increase the amount of good or better teaching by continuing to monitor and evaluate lessons and by sharing good practice across all subjects - extend its efforts to improve the attendance of those students who do not attend regularly.

Achievement and standards

Grade: 3

Overall, standards are in line with national expectations. Most students make satisfactory progress and achieve the standards expected of them in both key stages. Test results in Year 9 are average and improving, and students do particularly well in mathematics and English. Examination results in Year 11 improved dramatically in 2005. The school set challenging targets and achieved its best ever results for the number of students achieving five good pass grades and almost all students achieved at least one GCSE pass. Standards achieved in mathematics, drama and design and technology were well above average. A small proportion of students did not achieve what was expected of them, mainly due to staff absence in some subjects and a lack of checking to ensure all students were meeting their targets. The school has acted promptly to correct this through closer monitoring of students' work and early identification of those at risk of under-achieving. Boys and girls do equally as well but able and talented students are not always challenged to produce their very best. Students with learning difficulties and disabilities are given additional support in lessons and a newly created learning support unit provides good support to ensure vulnerable students make satisfactory progress. Standards in the sixth form are below average, but taking into account their standards achieved on entry, most students make satisfactory progress. The school allows students of all abilities to join the sixth form, so attainment on entry is below what would be expected in other schools. In 2005 more able students in Year 13 achieved satisfactorily in Advanced level courses and a small proportion achieved at least average standards in their vocational studies. However, a significant number of Year 12 students did not meet the targets that were set for them mainly because they were not advised on the most suitable courses to follow or were not given the support they needed to attain the required standards.

Personal development and well-being

Grade: 3

Students enjoy their lessons and they are pleasant, friendly young people. Those who attend regularly have good attitudes to learning and want to do well. Behaviour is good and the school is a civilised community. A minority with more challenging

behaviour receives good support from the newly established learning support unit. A few disaffected students do not attend regularly and getting them back into the system is a constant challenge for the school. Despite its efforts, attendance has been below the national average for the past three years, and further needs to be done to attract back and retain these students into school. Students' response to the school's spiritual, moral, social and cultural provision is satisfactory. The school council is giving a clear pupil voice and they feel they are being listened to. Efforts are being made to help students lead a healthy lifestyle and students' wishes about the food on offer are being accommodated. The new house system is starting to offer students much more scope for social interaction and enjoyment, helping their personal development. Community involvement is good. Older students care for, and support younger ones through counselling and paired reading. The school has established good links with the primary and special school it shares the campus with. Students leave school adequately prepared for life ahead and they all have a satisfactory range of literacy, numeracy and computer skills.

Quality of provision

Teaching and learning

Grade: 3

Inspectors agree with the school that teaching is satisfactory. Teachers show good classroom management skills and maintain good relationships, resulting in a good standard of behaviour. Questioning is used well to challenge students, as seen in one Year 11 mathematics lesson, but some teachers do not always engage all students by targeting questions towards them. Lessons are well planned, with objectives clearly stated and re-visited at the end of the lesson to review and reinforce learning. Many teachers use ICT, including interactive whiteboards, effectively. At times, teachers spend too much time directing what pupils will do and, as a consequence, there are few opportunities for independent learning. Occasionally, low expectations and a casual pace fail to generate students' interest or enthusiasm, and can lead to pupils not giving the work their full attention. Periodic monitoring, evaluation and review are bringing some improvements to teaching and learning. Sharing the good, and occasionally outstanding practice seen in some lessons, would add further challenge for the more able and talented students and enhance student learning in those sixth form classes with only a few students. Most students are now aware of their targets and know what they need to do to improve. Many books are marked superficially with errors overlooked and limited advice for students on how to improve their work. Students with learning difficulties are given additional help in lessons to make satisfactory progress.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum which meets statutory requirements and now meets the needs of most students. Key Stage 3 students have access to a

curriculum with distinctive features including two modern foreign languages, weekly ICT lessons and personal, social and health education, including citizenship. The school is developing a range of vocational courses in Years 10 and 11 to meet the needs of those students for whom a full programme of GCSE's may not be appropriate and to provide a coherent pathway of qualifications across the 14-19 age range. A broad range of academic and some work-related courses are offered in the sixth form, but there are limited opportunities for students not suited to Advanced level studies to experience one year courses and Level 2 vocational courses. The school also provides a range of additional classes to improve students' basic skills and support their learning.

Care, guidance and support

Grade: 3

Grade for sixth form: 4

Students agree this is a friendly place in which to learn, where there is very little bullying and staff who take an interest in them. Child protection procedures are clearly understood and a nominated person works effectively with external agencies. Due care and attention is given to matters of health and safety. Students' low attendance has been a concern for some time. The school is not complacent over this and has introduced new systems for monitoring and promoting attendance that have led to recent improvements. The school is on track to meet challenging attendance targets set in conjunction with the Local Authority. Students speak positively about the progress review day held recently and believe it is giving them a clearer idea of how they are progressing and where they need to improve. The tutor's role in providing guidance and support is a developing one, with a recently introduced tutorial programme in place. The new learning support unit is well managed and is already having a positive effect upon those students with challenging behaviour or those and at risk of exclusion. Students in the sixth form appreciate the support and guidance currently offered. This has not always been the case and inadequate guidance has been a contributory factor in the below average standards achieved by some students. This has improved this year and a new head of sixth form now has responsibility to ensure all students receive greater care, guidance and support.

Leadership and management

Grade: 2

Grade for sixth form: 3

The school has evaluated its leadership and management of the school and sixth form as satisfactory. Inspectors agree with this judgement for the sixth form but consider the leadership and management of the main school is good. The new headteacher has shared his vision for the school with staff and governors and is committed to removing the barriers that have limited students' performance in the past. Systems for managing learning are now established. Several new appointments have been made to help to deliver the improvement plan and position the school as a focal point of the community. Satisfactory leadership and management of the sixth form have been secured through

the very recent appointment of an assistant headteacher with sixth form responsibility. A well informed governing body provides good support for the school. The school's budget deficit has been fully resolved. Recruitment of staff, including that of middle managers, has been difficult and has constrained some of the improvements planned. Progress since the previous inspection is satisfactory. The effectiveness of the senior management team in raising standards, its thorough self-evaluation and its commitment to securing specialist performing arts status demonstrates the school has a good capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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	3
How well does the school work in partnership with others to promote learners' well-being?	2	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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	3
The standards ¹ reached by learners	3	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
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	3
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?	3	4

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	3
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	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

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

Earlier this week I visited your school with three other inspectors. Throughout our visit your behaviour was good and you made us feel very welcome. We were pleased with the way you helped us find our way around school, giving us your views and answering our questions. I was particularly impressed with the pride you take in wearing your uniform and the high quality work displayed around the school. Sheringham High School and Sixth Form Centre is a satisfactory and improving school. The headteacher and his team of staff have great plans for the future and hopefully you will want to contribute towards making the school an even better one. Most of you enjoy being members of the school. You show respect towards the headteacher and his staff, appreciate what they do for you in lessons and the recent improvements made to the school. Unfortunately, a significant number of you do not attend school on a regular basis. You can help to improve this by ensuring you and your friends attend every day and letting others know about the good things going on in school. We have asked the school to make some further improvements: - improve the quality of care, guidance and support offered to existing sixth form students and those intending to join in the future - encourage good teachers to share what constitutes good teaching with others so the majority of lessons are taught very well - do more to attract back into school those students who do not attend regularly. You can help by feeding your views into the school council, and asking them to share them with the school leadership team. Once again, thank you for your kind welcome, we wish you all well.