



# Glyn Technology School

## Inspection Report

**Unique Reference Number** 125304  
**LEA** Surrey LEA  
**Inspection number** 281932  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Alex Falconer

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	The Kingsway
<b>School category</b>	Foundation		Ewell
<b>Age range of pupils</b>	11 to 18		Epsom KT17 1NB
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	02087164949
<b>Number on roll</b>	1276	<b>Fax number</b>	02087164999
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr P A Ardern-Jones
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mr R J S Turner

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 15 March 2006 - 16 March 2006	<b>Inspection number</b> 281932
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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors and three Additional Inspectors.

## **Description of the school**

The Glyn Technology School is a large 11-18 boys' comprehensive. The majority of the pupils are of white British heritage; around 12% are from Asian and mixed race backgrounds. The proportion of pupils eligible for free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is also low. The school has specialist technology status and the head teacher has been in post for 18 years.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

The Glyn Technology School is satisfactory overall and good in the sixth form. The school has improved since the last inspection in 2000 by adding to its accommodation, introducing changes to the pastoral system and by better analysis of data.

Achievement and standards are satisfactory and pupils make good progress at Key Stage 3. Although attainment is good at Key Stage 4, pupils' progress was below average in 2004 and 2005. However, inspectors judged that pupils are currently making good progress with their studies. Students in the sixth form achieve well and the majority go on to higher education. Pupils enjoy being in this school, their personal development is good and they feel their views are listened to. Pupils are safe and well cared for. A large number participate in the very wide range of extra-curricular sporting activities.

Teaching and learning across the school are good. Pupils attain well in public examinations and develop the skills needed for adult life. Teachers use information and communication technology (ICT) effectively to enhance learning. In a minority of lessons the activities do not always ensure that the needs of all pupils are met. The curriculum is good and there is a wide range of subject choice including some vocational options. Opportunities for more able pupils are also good. Careers education is well developed and the school recently won national recognition for provision.

Care, guidance and support for students are good. Monitoring of academic progress has improved and mentoring arrangements for pupils in Key Stage 4 are well organised. The new pastoral system and the house system help foster a sense of belonging to a community. Arrangements for child protection are good. Links with parents are good overall through regular reports, newsletters and information evenings.

Leadership and management are satisfactory. The governors and senior managers effectively monitor standards across the school. Quality assurance and self assessment systems are in place to improve performance. However, these systems need to be maintained to ensure continuous improvement. The provision for pupils with learning difficulties and/or disabilities is not well organised. There are good external links to other local organisations. The school improvement plan does not give sufficient emphasis to clear success criteria. Value for money is satisfactory.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The sixth form is well managed and inspectors judged it to be good. Teaching and learning are good and students are encouraged to develop independence of thought. Students make good progress and achieve high pass rates. They contribute well to the school by taking part in extra-curricular activities such as team sports. They are well advised on career options and good proportions go on to higher education.

## **What the school should do to improve further**

- \* continue to support pupils' progress at Key Stage 4 so that improvements can be sustained
- \* improve the management of the provision for students with learning difficulties and/or disabilities
- \* continue to develop quality assurance and self assessment systems to secure continuous improvement
- \* develop more clear and precise targets in the school improvement plan

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 2**

Achievement and standards are satisfactory overall and good at Key Stage 3 and in the sixth form.

Boys enter the school in Year 7 with above average attainment at Key Stage 2. They demonstrate good behaviour and come with a willingness to learn. They go on to make good progress with their studies at Key Stage 3. Pupils' attainment is high and at Key Stage 3 has been above the national average for 5 years. At Key Stage 4 attainment is also good and has been above average for the past 5 years. In 2005 the General Certificate of Secondary Education (GCSE) 5 A\* - C pass rate improved to 71% and those achieving 5 A\* - G grades was a creditable 95%. However, the proportion of boys achieving A\* or A grades at GCSE was lower than the national average. Pupils with learning difficulties and/or disabilities make satisfactory progress at Key Stage 4. Overall progress at Key Stage 4, taking into account prior attainment, was below average in both 2004 and 2005. Currently pupils are making good progress with their studies in both Key Stage 3 and 4 and support for those falling behind is well planned and effective. In the sixth form the pass rates in the General Certificate of Education at Advanced level improved in 2005 to above the national average. Retention rates are high and over 60% of those in Year 13 progress to higher education. Students in the sixth form make progress at or above that predicted by their prior attainments.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy being in this school and their personal development is good. They are keen to learn and they cooperate well with their teachers and fellow pupils. They work safely and behave sensibly around the school. Pupils demonstrate good attendance and punctuality patterns and, each year, some 70% stay on to study in the sixth form. Across the school pupils feel that their views are listened to and they have good opportunities to contribute to developments through the house system and the school council. For example, a group, with representatives from across the school, sensibly

discussed a healthy eating survey that they had been commissioned by the governing body.

Pupils are safe and well cared for in the school. Pupils have a good understanding of health issues and have responded well to the school's emphasis on healthy eating. Citizenship lessons and personal, social and health education effectively develop pupils' understanding of rights and responsibilities, global issues such as climate change and more personal topics such as risk and sexual health. Pupils enjoy physical education and a large number participate in the very wide range of extra-curricular sporting activities. They also contribute in a wider context through a range of activities such as assemblies, house events and raising money for charities. They have good opportunities to develop the skills necessary for working life and Year 11 pupils benefit from well organised work experience.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning across the school are good. Teachers are well qualified and use their subject knowledge effectively to plan relevant and varied activities. Pupils engage well with their lessons and benefit from good relationships with teachers and their fellow pupils. In a good year 8 Spanish lesson the teacher used the target language well and the boys responded with enthusiasm as they learned to tell the time in Spanish. Pupils answer teachers' questions confidently and have the opportunity to discuss ideas in order to consolidate their learning. As a result pupils' knowledge and understanding is promoted, they make good progress and develop the skills needed for adult life.

Teachers use ICT well to promote learning and pupils make good use of the internet to research and present study topics. In the sixth form the students are given good opportunities for independent work and research which enhance their depth of understanding. In a minority of lessons the activities do not always ensure that the needs of all pupils are met. This sometimes results in a lack of challenge and less able pupils not fully secure before the lesson moves on. Assessment is good and pupils are aware of their progress and the targets they are aiming for. Homework is regularly set and promptly marked and returned. Pupils' written work contains encouraging comments and helpful guidance on how to improve. In a minority of cases books are marked too infrequently to give useful feedback to pupils on how to improve.

### **Curriculum and other activities**

#### **Grade: 2**

Inspectors agree with the school's view that the curriculum is good and meets the needs of the boys allowing them good access to relevant national qualifications. The Key Stage 3 programme is broad and balanced. There is a good range of subject choice at Key Stage 4 including some vocational options and courses managed jointly with a

local further education college. The opportunities for more able pupils are good through accelerated groups and early GCSE entries. Careers education is good and the school recently won national recognition for this aspect of its provision. Many pupils express positive views about the wide range of extra-curricular activities particularly in sport. The specialist status as a Technology College has had a positive impact on the quality of accommodation and ICT facilities to enhance learning. Year 11 pupils complete a week of work experience each year and links with the wider community including local businesses are very good.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for students are good. Recent improvements in academic monitoring have been put in place across the school and especially at Key Stage 4. The vertical pastoral system and the house system help new students to settle in quickly and foster a sense of belonging to a community. Arrangements for child protection are good. Staff are regularly briefed on procedures although the policy has not been updated. Arrangements for students' health and safety are well organised and activities supervised appropriately. Care for the pupils is strengthened by strong links with external agencies. These are coordinated well through the school's care committee and support for vulnerable students is coherent. Good arrangements are made for careers education and liaison and guidance systems effectively support the transition to Year 7. Sixth form students are well supported in their university applications and in seeking employment. Links with parents are good overall through regular reports, newsletters and information evenings. However, a minority of parents feel that communication is not prompt enough. In general, the monitoring of academic progress has improved and mentoring arrangements for pupils in Key Stage 4 are well structured. Individual education plans for students with learning difficulties and/or disabilities, however, are not well organised and targets in these plans are too variable and lack precision.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since the last inspection new accommodation has been built, a vertical pastoral system introduced and better use and analysis of data is made by senior and middle managers. The head teacher works well with the senior management team. The governors and senior managers effectively monitor standards across the school. The school has an inclusive ethos and there are examples of discrimination being robustly handled on the rare occasions that they occur.

Quality assurance and self assessment systems are in place that maintain and improve performance for pupils and staff alike. Whilst there are early signs of positive improvement in pupil outcomes at Key Stage 4, the systems need to be maintained to build a solid profile of continuous improvement.

Staff recruitment and retention has caused difficulty in the recent past, but prompt and effective action has led to clear improvement. The staff appraisal system ensures that the development needs of all staff, both teaching and support, are appropriately identified and that relevant training or support follows. Middle and senior management skills are developed through a well planned programme of support. There are good external links to other local organisations, including other schools and local businesses and to local authority services.

The school improvement plan covers the full range of priority activities, but does not give sufficient emphasis to clear and precise success criteria. Without these, monitoring of progress is hindered.

The school has successfully completed a new sixth form building and the fabric of buildings generally is sound. The resources, including IT resources, are well used and value for money is always sought when purchasing of equipment or services is required. There has been a recent budget deficit, but this has been very well managed and quickly reduced. Value for money is satisfactory.



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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	
The effectiveness of the school's self-evaluation	3	3
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

<b>How well do learners achieve?</b>	3	2
The standards <sup>1</sup> reached by learners	2	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	3	

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
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	3	
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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

Students

Following our visit to inspect your school on 15 and 16 March 2006, I write to tell you about our findings. Our main conclusion is that the Glyn Technology School is a satisfactory school. I would like to take this opportunity to thank you all for the part you played in the inspection. Progress and improvements have been made since the last inspection in 2000. For instance new buildings have been added to improve the learning environment and vocational courses added to the curriculum. As a result there are more opportunities for you to study nationally recognised qualifications.

You attend a school that is well organised and safe. You make good progress with your studies in the sixth form and at Key Stage 3. Overall examination results are good but sometimes progress at GCSE is less than might be predicted from your Key Stage 3 results. The school has recognised this and has improved the support systems in Years 10 and 11. Your behaviour around the school is good and you show interest in your studies. Your personal development is well catered for and your views are listened to through the school council and tutorial session. Teaching and learning across the school are good and teachers plan your courses well. In the main they provide you with interesting and varied activities in lessons and you make good progress. However, in a minority of lessons the activities do not always ensure that the needs of all the pupils are met. There is a good range of subject choices both at GCSE and in the sixth form. The standard of care and support you receive is good. Tutorial periods are well organised and assemblies are informative. Careers information and guidance is excellent and good arrangements are in place to help you to move on to higher education or employment. Work experience and extra-curricular activities are well organised and you have the opportunity to take part in a wide range of different activities. Your participation in sporting activities particularly impressed us. By playing sport and taking part in other enrichment activities you are responding positively to the school's aim of encouraging you to make a contribution to the school and the wider community. The leadership and management of your school are satisfactory. The governors support the school well and senior managers keep them fully informed of your achievements and developments at the school. This school gives satisfactory value for money and the equipment and accommodation are used effectively.

We have asked the school to: \* continue to develop support systems for those of you in danger of falling behind at Key Stage 4 \* improve the management of the provision for those of you with learning difficulties and/or disabilities \* continue to develop self assessment systems so as to secure continuous improvement \* develop more precise targets in the school improvement plan

Yours sincerely,

Alex Falconer

Her Majesty's Inspector