

# Temple Moor High School Science College

## Inspection report

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<b>Unique Reference Number</b>	108064
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337018
<b>Inspection dates</b>	23–24 September 2009
<b>Reporting inspector</b>	John Young HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1302
Of which, number on roll in the sixth form	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Sheppard
<b>Headteacher</b>	Mr Martin Fleetwood
<b>Date of previous school inspection</b>	1 October 2006
<b>School address</b>	Field End Grove Selby Road Leeds LS15 0PT
<b>Telephone number</b>	0113 336 8200
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 36 lessons and held meetings with governors, staff, a local authority representative, the school improvement partner and groups of students. They observed the school's work and looked at a wide range of documentation including the school development plan and self-evaluation. Inspectors scrutinised school policies and procedures relating to areas such as the safeguarding of students, the tracking of student attainment and achievement, and the curriculum and community cohesion. Inspectors also analysed the 231 responses to parental questionnaires, 34 staff questionnaires and 131 student questionnaires.

- the achievement and attainment of different groups of students
- how successful the strategies introduced to improve student behaviour, reduce the number of exclusions and eliminate persistent absence have been
- the overall quality of teaching and its impact on student learning
- the impact of the school's specialist status on whole school improvement
- the effectiveness of leadership and management and its influence on the quality of educational provision and outcomes for students.

## Information about the school

The school is larger than most secondary schools nationally. The vast majority of students are White British and live locally. The remaining 3.8% of students originate from a range of minority ethnic heritages. Few students speak English as an additional language and very few are at the early stages of English language acquisition. Most students come from backgrounds that are neither advantaged nor deprived and the proportion of students known to be eligible for free school meals is in line with the national average. The number of students with special educational needs and/or disabilities is lower than the national average, although the number of students with special needs is increasing.

The school gained specialist science college status in September 2004. It also holds a number of national awards including Investors in People accreditation and Advanced Healthy School status. The school provides a range of extended services, such as adult learning courses and study support. The school makes joint sixth form provision with a partner high school. The school is undergoing a major re-building programme which is due to be completed in August 2010. This has led to some students being taught in temporary classrooms and the relocation of the sixth form to a site off the main school premises.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The school delivers a satisfactory quality of education and provides satisfactory value for money. This is clearly reflected in the mainly satisfactory impact of the school's provision on outcomes for student's over time. Within this adequate picture there are some good features. Equally, there are a number of issues that need addressing.

At present, the school is in a state of transition between the old and the new and this has impacted on the effectiveness and pace of school improvement. Since the previous inspection several members of senior management, including the principal, have left the school. In addition there has been a turnover of more than a fifth of teaching and support staff and significant on-going disruption, including loss of teaching rooms, as a result of the re-building of the school. To the school's credit, against this backdrop of turbulence, senior leaders and other staff have maintained an even keel and continue to provide students with a suitable education overall and to tackle the areas for improvement highlighted by the previous inspection.

Students, including those with special educational needs and/or disabilities make satisfactory progress and the standards they attain are in line with national averages. This is confirmed when you consider that students' prior attainment on entry to the school is average and they go on to reach standards at the end of Year 11 that are also in line with national average. Standards and students' achievement have risen in each of the past three years and students' performance in English has been outstanding, while students' attainment in the specialist subject of science has been above the national average. A number of other subjects fail to add value, including the core subject of mathematics, where standards have lagged behind English. The school's results fell below their targets this year. However, inspection findings confirmed that students are currently making satisfactory progress.

The quality of teaching is satisfactory overall and is having a satisfactory impact on students' learning. Whilst there are pockets of good and very good practice there is too much inconsistency in the effectiveness of teaching, which is a limiting factor on students' progress. Positive aspects of teaching include the good and outstanding subject knowledge staff possess, which in the best lessons they use to maximum effect to develop students' knowledge and understanding, stimulate their enthusiasm and enable them to take responsibility for their own learning. Less successful aspects include a lack of challenge and a tendency to talk at, rather than fully involve students in their own learning.

Most students' behaviour is satisfactory. They feel safe and enjoy school. However, there is a 'hard core' minority of students who regularly present challenging behaviour

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and are not fully responding to the school's strategies to modify their behaviour. Students develop a good awareness of the benefits of adopting healthy lifestyles. There is also good evidence that students' social, mental and emotional health and well-being is effectively developed through the guidance programme and in partnership with a number of outside agencies. Students make a good contribution to the school and wider community. They know their rights and responsibilities and are active members of the school and year councils. They have been successful in securing improvements to school lunches and helped to formulate the anti-bullying policy. As sports leaders some students work with partner primary school pupils, including those from a neighbouring special school. Students are gaining a range of workplace and other skills that will contribute to their future economic well-being, such as involvement in enterprise activities, excellent literacy skills and the confidence to work independently and as part of a team. However, the impact is only satisfactory overall because of their below average numeracy skills, a high persistent absence rate and below average attendance. Students' spiritual, moral, social and cultural development is currently satisfactory. There are attempts to broaden students' social horizons, celebrate cultural and religious diversity and raise their awareness of moral dilemmas: there are cultural exchanges abroad, groups, such as African drummers, come into school and students learn about the Holocaust and work with children from the neighbouring special school. Students' development is limited however, by the lack of a strong sense of common values across different societies and a lack of respect and/or tolerance for others in some quarters. A good aspect of the school's work is the extent to which the curriculum meets students' needs. The care, guidance and support students receive are having a satisfactory impact. The school provides suitable pastoral care and emotional support for students, especially those who are vulnerable or who are at risk of disaffection, although there is a problem with levels of attendance and the number of exclusions, although falling, remains high. The 'Nurture' groups in Year 7 are effective and are helping students to settle quickly into school life.

The impact of leadership and management is satisfactory. The school's management structure has been re-designed and the senior team extended. In addition, substantial work has gone into ensuring staff are aware of the part they have to play in helping to move the school forward. This has resulted in a wider distribution of responsibility, increased accountability and greater clarity of purpose. At this stage it has not led to significantly improved outcomes for students or an improvement in the quality of provision. Governors are both supportive and challenging and fulfil their duties adequately. Statutory responsibilities are met and governors, through their participation in a range of sub-committees and attachment to faculties, are supporting the tackling of identified weaknesses and gaining an insight into the effectiveness of the school. Self-evaluation is broadly accurate although on occasion assessments are overly optimistic. The school's specialist status is contributing to the improvement process, particularly in supporting the introduction of advanced skills teachers into mathematics to accelerate students' learning. The school has satisfactory capacity for sustained improvement evidenced by its track record and the current indicators in terms of the

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effectiveness of the actions taken and strategies implemented to drive improvement. The two areas for improvement highlighted by the previous inspection are not fully resolved, although some headway has been made in the use of data to support the progress of different groups. Although generally supportive, a sizeable minority of parents expressed negative perceptions of the school's management of unacceptable behaviour, the quality of the school's communication with parents, school leadership and disruption caused by the building programme. Inspectors found little or no evidence to confirm parents concerns about the school's leadership and communications with parents.

**What does the school need to do to improve further?**

- Raise students' achievement and attainment particularly in mathematics.
- Share and embed more effectively the best practice in teaching and learning in order to accelerate student progress.
- Increase students' rate of attendance and reduce persistent absence.
- Improve the persistent poor behaviour of a small minority of students.
- Ensure that parents' perceptions of how effectively the school manages student behaviour and the quality of communications from school improves.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most students are well motivated and have positive attitudes to learning. They respond to the range of learning approaches staff use, but react most favourably when they are challenged to take an active role rather than be passive recipients in their own learning. Most students are confident, eager to answer questions and involve themselves in discussions. They are capable of working independently and in groups, though the extent to which they receive the opportunities to do so varies. The behaviour of the vast majority of students is at least satisfactory but a small minority let themselves down and consistently cause problems. School strategies for dealing with these few students are not proving fully effective.

For the past three years for Year 11, student's overall attainment and achievement has been average. Their excellent attainment and achievement in English has compensated for poorer progress and standards in mathematics, though these too have risen year-on-year. Provisional 2009 data indicate students' attainment has dipped this year. Consequently, the rising trend has not been sustained. The evidence from lesson observations, the school's own tracking of student progress and inspectors' scrutiny of students' work confirm that all groups of students throughout the school are making at least satisfactory progress. There is no marked difference in the attainment and achievement of girls and boys over time or in the achievement and standards of students from different minority ethnic heritages. The school has improved its use of

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data to track and support the attainment and progress of different groups of students and this is beginning to show signs of impact.

Most students feel safe and bullying is not seen as a major issue in the school. Students are mostly confident that any issues arising will be dealt with effectively by staff. Most students behave appropriately and act responsibly but the behaviour of a small minority of students is a cause for concern. The school does take appropriate steps to safeguard students. All the expected procedures and practices are in place and health and safety measures are sound. Students adopt healthy lifestyles readily. They receive the government recommendation of two hours of core physical education weekly, eat healthily, understand the dangers of substance abuse and are developing their social and emotional health well. There is also a high take up of extra-curricular physical education and sport. Students are active in the school and local community, involving themselves in school drama productions, sports teams and in a range of community activities such as raising money for charities and environmental projects.

Students develop sound work based learning skills through work experience and the enterprise activities they undertake. They acquire very good literacy skills, which will assist them in their future careers. Students' social, moral, spiritual and cultural development is progressing satisfactorily. They are aware of a range of ethical issues, learning about different world religions and beginning to understand the role they have to play in ensuring the school community is harmonious. They are also gaining a sense that they live in a multicultural and global community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching has a satisfactory impact on students' learning. Good lessons were seen in which students were making rapid progress, but this is not the norm and there is too much inconsistency to sustain good progress. The best teaching is challenging, fun and interactive. It captivates students and makes them hungry to learn. In most lessons planning is thorough and staff build positive relationships with most students. Teaching assistants are used effectively to support individuals and groups of students. Less successful aspects included a lack of challenge, too few opportunities for students to work independently and the variable use of assessment data to support students' learning.

Targets are challenging and procedures for tracking students' progress have recently been refined and are adequate. New procedures alert staff to students who are falling behind, and Directors of Learning are responsible for arranging and coordinating appropriate intervention and support. Students' awareness of their targets is variable.

The quality of the curriculum is good. It is broad and balanced and well matched to students' needs and interests. The Nurture groups in Year 7 are helping students to settle quickly into the school, while students in Years 10 and 11 have plenty of choice, including a range of practical based courses, alongside academic subjects. Provision is further enriched by a good range of sport, drama and residential opportunities. There are 'super learning' weeks, mathematics and science challenges and the school excels in music, recently winning the West Yorkshire 'Battle of the Bands'.

The effectiveness of student care, guidance and support is satisfactory overall. Staff are caring and provide the necessary support, particularly for students most at risk of permanent exclusion. These students are thriving in the dedicated learning areas where the staff support and build up their confidence and self-esteem. As a result the rate of fixed term exclusions has fallen. Procedures for transferring students from primary school are effective and benefit from the strong partnerships built with local schools. Students including those with special educational needs and/or disabilities receive appropriate careers advice and guidance as they move up through the school, which is a factor in the low level of students not in employment, education or training.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3



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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The principal and his senior team have spearheaded the drive to communicate the school's vision, embed ambition and accelerate the improvement process. Collectively, they are working hard to create the right climate in which the school can improve, but the evidence of impact is no better than satisfactory at present. Staff responses from the questionnaire indicate they have a clear sense of what the school is trying to achieve and are actively involved in the improvement process. Whilst there are various strategies and procedures in place to lead and manage teaching and learning, their effectiveness in terms of securing improvement has only been broadly satisfactory. Aspects of the school's work are evaluated and the resulting information used to shape future action planning. However, the accuracy, robustness and consistency of systems for tracking, monitoring and analysing the impact of teaching and other aspects of the school's work have hitherto proved unreliable and have been recently refined. Student performance over time has been satisfactory rather than good, although until this year students' achievement and standards had risen steadily. Issues from the last inspection are being tackled but have not been fully resolved. For example, aspects of teaching and learning such as the extent to which work is sufficiently well matched to students' needs, and how well staff use learning approaches that make learning accessible to all students remain inconsistent. This inevitably affects their rate of progress.

The school satisfactorily promotes equal opportunity. It positively challenges stereotypical views, and promoting respect for others is a high priority. As a result the number of racist incidents has declined. Staff training is suitable and equips them with the necessary skills to meet learners' needs satisfactorily. The school's promotion of community cohesion is currently satisfactory. Most students recognise that they are part of a school and local community and this is evident in the on-going partnership work with a cluster of local schools, positive relationships between students from different ethnic heritages and of different religions but students' sense of belonging to a wider regional, national or global community is underdeveloped. Governance is satisfactory and resources are deployed suitably to achieve satisfactory value for money. The school's engagement with parents is satisfactory and parents are generally supportive, but not all believe the school fully engages with them and a number of negative comments centre around parents' perceptions of student behaviour and the quality of the school's communications.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The overall effectiveness of the sixth form is good and students make good progress during their time in Years 12 and 13. This is clearly reflected in their good attainment and high achievement. For example, over the past three years value added data indicates that student achievement has consistently been in the top 25% of schools nationally. This has a very positive impact on their progression into employment, higher education or training. In the past academic year all students took one of these routes. Retention rates are also excellent and currently stand at 95.7%. The sixth form has robust systems to monitor attendance. Attendance is good and students are punctual, display mature attitudes and are well behaved. They adhere to safety procedures and demonstrate a clear understanding of how they contribute to school and community cohesion.

The quality of provision in the sixth form is good. High quality teaching is having a good impact on students' learning and progress. In those lessons which were judged to be good, students were making rapid progress because they were fully engaged, challenged and well supported. They had the opportunity to discuss complex concepts in groups, research alternate perspectives and lead their own learning by preparing presentations. There was a good emphasis on developing their observational and analytical skills, their decision making capacities and their independent learning skills. Good use is made of assessment to inform challenging targets, resulting in most learners knowing exactly what they have to do to hit their targets because of good feedback and effective self-evaluation. The school's partnership with Brigshaw College has had a positive impact on the curriculum. The school offers a wide range of 33 academic and vocational courses which reflect the needs and interest of the increased intake of students. Students make a positive contribution to the school and wider community, evidenced by involvement in the student council, college enrichment activities such as sport, music and drama, community schemes and through their vociferous response to school consultation. There is a good range of resources to

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support students' learning. For example, students have good access to information and communication technology, including 80 ipod touches', 50 laptops, digital cameras and high quality design based technology.

The sixth form is well led. Staff have a clear understanding of what is expected of them. They make good use of data resulting in improved student outcomes. Induction procedures are good and reflected in the high retention and success rates. Engagement with partners is good and the college listens to them. This has resulted in improvements in terms of the breadth of curriculum provision and a better match to some students' needs and interests. Resources are well deployed to provide good value for money evidenced by the good outcomes for students.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The vast majority of parents say they are happy with their child's experience at the school and feel the school prepares their children well for the future. However, there is a sizeable minority who question the school's management of unacceptable behaviour, whether the school takes account of their suggestions and concerns, its leadership and the quality of communication with parents. The inspectors found no evidence to confirm parents' concerns regarding the school's leadership. The inspection did not raise concerns about the management of students' behaviour generally, but felt more effective strategies were required to deal with the minority of students who offend repeatedly. Various examples of good school communication with parents were noted, including a newsletter, progress reports and consultation evenings. Parents also felt the building work was disrupting their child's education.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Temple Moor High School Science College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 231 completed questionnaires by the end of the on-site inspection. In total, there are 1,302 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	26	153	67	9	4	7	3
The school keeps my child safe	32	14	173	76	17	7	2	1
The school informs me about my child's progress	43	20	139	63	22	10	7	3
My child is making enough progress at this school	47	22	139	64	21	10	1	0
The teaching is good at this school	36	17	162	74	12	6	2	1
The school helps me to support my child's learning	19	9	133	62	42	20	9	4
The school helps my child to have a healthy lifestyle	28	13	157	71	32	14	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	15	154	73	9	4	7	3
The school meets my child's particular needs	29	13	157	71	21	9	8	4
The school deals effectively with unacceptable behaviour	36	16	125	56	44	20	13	6
The school takes account of my suggestions and concerns	21	10	130	61	33	15	13	6
The school is led and managed effectively	19	9	157	72	27	12	7	3
Overall, I am happy with my child's experience at this school	43	20	151	70	15	7	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Thank you for your helpful attitude towards me and my colleagues when we came to inspect your school. We learned a lot from observing your lessons and talking to you. Your school provides you with a satisfactory education. Teaching has a satisfactory impact on your achievement but there is inconsistency, which needs addressing. During your time in the school, you make average progress and reach standards in line with national averages. In some subjects like English you excel, but your performance in mathematics needs to improve. We think the school's specialist science status is helping to raise standards further. Most of you feel safe but a few are worried about bullying and the poor behaviour of some of your classmates. We believe your behaviour is satisfactory overall but agree that a few of you are a cause for concern. Most of you said you enjoy coming to school and this shows in your good contribution to the school and wider community. The extent to which you lead healthy lifestyles is also good. However, your attendance is low and we are worried about the high numbers of you who miss school regularly.

The quality of your curriculum is good. It is broad and balanced and well matched to your needs and interests. The Nurture groups in Year 7 are helping you to settle into the school while the students in Years 10 and 11 have plenty of choice, including a range of practical based courses alongside traditional academic subjects. Staff are caring and give you satisfactory support and guidance. You are developing a range of suitable work-based skills, which will help you in the future, and your spiritual, moral, social and cultural development is also satisfactory. The effectiveness of leadership and management is satisfactory overall. Senior staff and governors know the school's key strengths and weaknesses and have some plans to address them.

Your school has satisfactory capacity to improve further and I have identified the most important things it needs to do. I have asked the school to help you reach higher standards and make faster progress in all your subjects, but especially mathematics. In addition senior leaders need to ensure that all staff know and make use of the most effective approaches to teaching and learning seen in the best lessons. I have also asked them to increase your attendance, reduce the numbers of you who are persistently absent and improve the poor behaviour of a small minority of you. The school must also improve your parents' views of how well they manage your behaviour and their view of the quality of communications from the school.

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