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NAME OF SCHOOL	Colne Primet High
TYPE OF SCHOOL	Comprehension
DFE SCHOOL NUMBER	923 4019
DATE OF INSPECTION	31.08.94 - 06.9.94
REGISTERED INSPECTOR	T11310
REGISTRATION NUMBER	
DATE SENT TO HMCI	

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The following statement should introduce each inspection report

1. INTRODUCTION

This inspection was carried out under Section 9 of the Education (School) Act 1992 to report on the quality of education provided by the school, the educational standards achieved in the school, whether the financial resources made available to the school are managed efficiently, and the spiritual, moral, social and cultural development of pupils at the school. The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

1.1 BASIC INFORMATION ABOUT THE SCHOOL

References: Headteachers Form

Name of school	:Colne Prime High
Type	:Comprehensive
Status	:LEA Maintained
Age range of pupils	:11 - 16
Name of headteacher	:Mr P J Dixon
School address, post code and telephone number	:Dent Street Colne Lancashire BB8 8JF 0282 863970

Name of appropriate authority (governing body, LEA or proprietor) :Governing Body

Address (if different from the above) :

Local authority area in which the school is located :Lancashire

DFE school number :923 4019

Name of Registered Inspector :Mr William Sydney Deller

Dates of the inspection :31.08.94 - 06.09.94

## 1.2 INTAKE OF PUPILS AND THE AREA SERVED BY THE SCHOOL

2. The school admits students from the small East Lancashire town of Colne and from the surrounding area including the town of Nelson. Pupils come from a wide range of social and economic backgrounds, some from professional and business families living in Pendleside villages and the majority from the immediate locality of the school which is in the original industrial area of the town. Here there is significant economic and social deprivation: the large public housing estates and traditional terraced housing have recently been subject to urban regeneration activity. The ability profile of the intake is broadly comprehensive but with rather more pupils of lower ability and rather fewer of high ability than would be expected in a normal distribution. The school is over-subscribed. About 10% of students are from ethnic minority backgrounds mainly Asian. About 3.9% of the pupils have statements of special educational need which is a high figure of the LEA. 22% are eligible for free school meals which is also a high figure. In 1993 62.8% of pupils stayed in full-time education after the age of 16.

## 1.3 SCHOOL DATA AND INDICATORS [Refer to the Headteachers's Form and, for LEA area and national data, to the PICSI report]

PUPILS

Number of Pupils in Each Year Group

	Boys	Girls	Total
Year 1	:	:	:
Year 2	:	:	:
Year 3	:	:	:
Year 4	:	:	:
Year 5	:	:	:
Year 6	:	:	:
Year 7	:93	:92	:185
Year 8	:107	:83	:190
Year 9	:100	:97	:197
Year 10	:97	:89	:186
Year 11	:118	:80	:198
Year 12	:	:	:
Year 13	:	:	:
School total, excluding nursery	:515	:441	:956
Special Educational Needs Number of pupils having statements of special educational needs			:37
Free School Meals Percentage of pupils eligible for free school meals			:22
Teachers and Classes Full-time equivalent teachers			:57.5
Pupil:teacher ratio			:16.6:1
Teacher ratio (primary)			:
Percentage class contact (secondary and special schools)			:73.9
Average class size (primary)			:
Average teaching group size (secondary and special schools)			:22.51
The number of special support assistants special schools)			:
Teaching time per week		Hours	Minutes
Nursery		:	:
Reception		:	:
Key Stage 1		:	:

Key Stage 2	:	:
Key Stage 3	:24	:10
Key Stage 4	:24	:10
sixth Form	:	:

Pupil Attendance (percentages)

	LAST ANNUAL REPORT TO PARENTS*		THIRD WEEK IN THE TERM BEFORE THE INSPECTION	
	Unauthorised absence	Actual attendance	Authorised absence	Unauthorised absence
Nursery	:	:	:	:
Primary/ middle YR-Y7	:	:	:	:
Special school	:	:	:	:
Middle/ secondary	:	:	:	:
Year 5	:	:	:	:
Year 6	:	:	:	:
Year 7	:7.1	:92.5	:8.00	:0
Year 8	:10.1	:89.4	:10.7	:1.0
Year 9	:8.2	:91.8	:6.4	:2.3
Year 10	:11.2	:91.8	:6.0	:2.7
Year 11	:12.1	:82.3	:11.7	:7.0
Sixth Form	:	:	:	:
secondary overall	:9.7	:89.96	:7.56	:2.48

\* These figures may be presented as an aggregate, or for each of the three terms, in the year specified by the DfE.

Number of Exclusions in the Last 12 Months

ethnic	TEMPORARY		INDEFINITE		PERMANENT		Number from minorities	
	1 Boys	2 Girls	3 Boys	4 Girls	5 Boys	6 Girls	7 Boys	8 Girls

Nursery	:	:	:	:	:	:	:	:
R - Y6	:	:	:	:	:	:	:	:
Year 7	:	1	:	:	:	:	:	:
Year 8	:	14	:	1	:	:	:	:
Year 9	:	5	:	1	:	2	:	:
Year 10	:	4	:	:	:	1	:	:
Year 11	:	7	:	:	:	3	:	:
Year 12	:	:	:	:	:	:	:	:
Year 13	:	:	:	:	:	:	:	:

ALL TOTAL:39

### Financial Information

INCOME (£)	Last full financial year 1992	Current year 1992
Balance in brought forward	:116 997	:225 403
Recurrent income; eg school budget share, annual maintenance grant(AMG), fees Grants for school meals or meals MAG (where applicable)	:1 794 691	:1 847 769
Specific grants, earmarked allocations or special purpose grants (excluding capital grants)	:13 503	:9 225
TVEI	:24 691	:14 441
Other income managed by the school; lettings, sales, donations, funds raised	:37 701	:27 000
TOTAL	----- 1 987 583 -----	----- 2 123 838 -----

EXPENDITURE (£)	Last full Budget financial allocation year	Budget for current year
Teaching staff	:1 354 270	:1 438 706
Other staff	:98 465	:87 905
Educational resources:	:99 451	:130 938
Premises costs	:198 815	:253 006
Curriculum and staff development	:13 503	:9 225
Other costs	:3 676	:8 580
	-----	-----
TOTAL	1.768.180	1.928.360
	-----	-----
Total expenditure per pupil (£)	:1861.24	2.012.90
Expenditure per pupil on educational resources (£)	:104.68	136.67

#### 1.4 EVIDENCE BASE

4. The inspection team consisted of 17 inspectors. During the week 190 lessons was observed as well as a range of registration periods, assemblies and extra-curricular activities covering all year groups. All full-time teachers were seen teaching at least once and many several times. Over 40 planned meetings took place with members of staff and with members of the governing body, informal discussions took place with many more. A parents' meeting was held and comments on a range of issues were noted. The analysed responses of a questionnaire conducted by the school were also noted. Discussion took place between the full governing body and members of the inspection team. A large amount of documentation provided by the school was analysed both before and during the inspection. All the available work of a representative sample of pupils from each of Years 7 to 11 was inspected in addition to work seen during lessons. Subject Inspectors also examined a selection of work in their subjects. Planned discussions were held with these and other pupils. Further meetings took place with a representative of the main post 16 college, several local employers who have experience of the school's pupils, associated primary school headteachers and other professional associated with the school. Local employers, members of the community and professionals associated with the school also wrote to the registered inspector to offer their views.

## 2. MAIN FINDINGS AND KEY ISSUES FOR ACTION

### 2.1 MAIN FINDINGS

5. This is an exceptionally well managed school where the majority of pupils consistently achieve standards commensurate with their abilities.
6. GCSE results are better than might be expected given the ability of pupils on entry to the school. More able pupils often perform particularly well. In 1994 the proportion of pupils gaining A-C grades, at 39.3%, was consistent with the 1993 national average of 38.2%. (The 1994 national figures were not available at the time of the inspection). In 1993 the proportion gaining grades A-C was slightly above the national average. In lessons standards of achievement on relation both to national expectations and to pupils' capabilities were generally sound and were often better. A minority of pupils, however, particularly those of low ability, did not achieve at a satisfactory level in lessons. This is reflected in their GCSE results and in the fact that some pupils are not being entered for public examinations.
7. The school offers a broad and balanced curriculum which reflects the aims of the school and which includes all the subjects of the National Curriculum plus religious education. There is some unevenness of provision in the allocation and distribution of time which affects standards at Key Stage 3 in music and religious education and at Key Stage 4 in physical education for those pupils not taking GCSE. The school is rightly examining its curriculum in the light of national developments and is well placed to secure the co-ordination of cross-curricular elements, notably information technology across the curriculum and equal opportunities, especially multi-cultural matters. Structures are already in place to enable the school to meet the obligations of the Code of Practice for pupils with Special Educational Needs. In well over 8 out of 10 lessons observed both learning and teaching were sound. In almost half they were good, although in only a very few lessons were they outstanding. Some non-specialist teaching, particularly in modern languages, religious education, music and English, adversely affects the quality of pupils' learning. The school has plans to remedy this situation. All teaching is well planned but sometimes strict adherence to the planned lesson narrows the possibilities for learning. Study skills are part of the personal and social education programme but this programme is insufficiently linked to the learning demands of subjects and consequently some pupils do not have adequate opportunities to develop learning skills. Inadequacies in the timetable also inhibit some learning. Arrangements for assessment, recording and reporting make a positive contribution to pupils' achievements.
8. In terms of the standards achieved and the quality of



education provided the school offers good value for money.

The quality of leadership deriving from some exceptionally active and well organised members of the governing body and from an experienced, committed and thoughtful headteacher is outstanding. Such depth of experience has ensured that development planning is long established and thorough-going with clear targets, costings and procedures for evaluation. In general, heads of departments and years operate successfully in an environment of clearly delegated responsibility, professional autonomy and systematic accountability. Day to day administration is efficient.

9. The school has set of aims with associated objectives. It is committed to educational and social values; this commitment has borne fruit in a high level of concern for the welfare and guidance of pupils; teachers give freely of their time to provide a rich and varied programme of extra-curricular activities; they make systematic and partly successful efforts to ensure high attendance, though in Year 11 levels of absence continue to give cause for concern. The school should now evaluate its aims, widen and make them more explicit so as to root them more fully in the life of the school and in the spiritual and moral development of pupils.

## 2.2 KEY ISSUES FOR ACTION

10. In a well managed school which has already identified key issues for development, the governors should:

- . raise the achievement of some lower ability pupils especially boys, extend accreditation at Key Stage 4 and improve levels of attendance in Year 11.

- . review provision at Key Stage 3 for music and religious education and at Key Stage 4 for physical education for those pupils not taking GCSE.

- . link the personal and social education programme more clearly with the wider curriculum to ensure continuity and progression, particularly with regard to study skills.

- . secure the implementation of cross-curricular elements of the curriculum, especially information technology.

- . examine the quality of teaching and learning to improve differentiation and to meet more fully the needs of pupils of varying abilities.

- . enhance the quality of the timetable to ensure adequate provision and distribution of time for all subjects.

- . decrease the amount of non-specialist teaching, particularly in modern languages, music, religious education and English.

### 3.0 STANDARDS AND QUALITY

#### 3.1 STANDARDS OF ACHIEVEMENT

11. Almost all pupils take at least 1 GCSE, the proportion being 88.8% in 1994 and 91.7% in 1993. In 1994 85.9% of pupils were entered for at least 5 GCSEs, the figure in 1993 was 87.6%. The proportion of pupils in 1993 obtaining 5+ A-C grades was slightly higher than both the LEA average and the national average for maintained secondary schools in England. Provisional results for 1994 show a slight decrease, with 39.4% of pupils achieving 5 or more higher grades. In 1993 71.4% of boys and 87.5% of girls were entered for English, mathematics and science. 36.1% obtained A-C passes in all three. The figure is significantly higher than the national figure for all comprehensive schools of 28.3%. In 1994 80.9% of boys and 86.5% of girls were entered for these three subjects and 31.5% obtained A-C passes in all three. In general girls outperform boys at GCSE, though differences between boys and girls were less marked in 1994 than in 1993. Parents generally express satisfaction at the standards achieved.
12. Measures of ability on joining the school show an intake which is comprehensive but with significantly more pupils of below average ability than above, especially at Key Stage 3. Comparison of ability on entry with performance at GCSE indicates that the majority of pupils make greater progress and achieve higher examination results than might have been expected. Some lower ability pupils, especially boys, fail to make progress at an appropriate rate and this issue is being addressed in the current School Development Plan. The overall performance of bilingual pupils at GCSE does not match that of the school as a whole but in general these pupils make good progress. The standards achieved by bilingual pupils are at least commensurate with their achievement on entry and for the majority of such pupils' achievement is greater than attainment on entry would suggest.
13. At Key Stage 3 a substantial majority of pupils achieved the national expectation in just over 7 out of 10 lessons. In over a fifth of lessons many pupils achieved better than this. In general achievement was lower in Year 8 than in Years 7 and 9. At Key Stage 4 a substantial majority of pupils achieved the national expectation in just over 7 out of 10 lessons. In almost a quarter of lessons many pupils achieved beyond the national expectation. This was a stronger feature in Year 11 than in Year 10. Under achievement was most marked with respect to low ability pupils in lower sets and was often related to the quality of teaching and learning. Standards of achievement were consistent across both key stages in mathematics, science, history, geography, technology, modern foreign languages, physical education, art and drama. They were variable in English, music and religious education.

14. When pupils' abilities are taken into account almost all pupils at Key Stage 3 achieved appropriate levels in 8 out of 10 lessons observed. In over a quarter of lessons many pupils achieved standards that were high for their abilities. In only one lesson did the majority of pupils achieve levels that were high or very high. At Key Stage 4 almost all pupils achieved appropriate levels for their abilities in around 9 out of 10 lessons. In just under a third of lessons many pupils achieved standards that were high.
15. In English most pupils are able to speak clearly and talk is often used effectively in pair and small group work; able pupils can explain and justify their ideas in detail. In drama voice skills are generally sound and pupils can use appropriate vocabulary and tone. In general, speaking and listening skills are well developed across the curriculum, pupils listen carefully to their teachers and to each other and, when given the opportunity, they are able to discuss their work with confidence. However, some low attaining pupils in modern foreign languages lack the confidence to go beyond basic phrases, especially in Spanish, and some pupils experience difficulty in sustaining concentration in history, religious education and science.
16. Standards of reading are generally good. The majority of pupils read privately for pleasure and most can read with understanding. Pupils in history show a developing ability to read with discrimination and pupils in English at Key Stage 4 can respond to and analyses texts with confidence.
17. Many pupils experience difficulty with spelling and punctuation at Key Stage 3 but most show progress over the key stage. Pupils write in a range of forms and able pupils generally write well. At Key Stage 4 able and middle ability pupils write with increasing control. Written work was of an appropriate standard and is usually well-presented in science, history, geography and mathematics. In general the skills of note taking are under-developed in all subjects.
18. Pupils' skills in number are of a satisfactory standard for the demands of the various subjects. They can carry out mathematical procedures appropriately and apply their knowledge in a range of situations. Pupils can handle calculators competently and display satisfactory standards of mental computation. These skills were used effectively in geography.
19. Pupils' competence in information technology is often inhibited by limitations of equipment or teachers' lack of knowledge or confidence. The use of information technology as a writing tool and a significant number of Year 10 pupils on GCSE information studies and business studies courses lack experience in word processing

skills.

20. The school is a member of the Pendle TVEI Consortium which has identified 1994/95 targets in response to the national targets for education and training. An action plan is to be produced by the end of November 1994 but the school has already begun the process of identifying target groups of pupils for raising achievement.

### 3.2 QUALITY OF LEARNING

21. In over 8 out of 10 lessons observed the quality of learning was sound or better. In almost half it had good features with no major shortcomings. There were more sound and good lessons at Key Stage 4 than at Key Stage 3.
22. In almost all subjects pupils are making appropriate gains in knowledge, skills and understanding in English at both Key stages able pupils make good progress, building on previous learning, while the progress of middle ability pupils depends more on the skill of their teachers and low ability pupils do well when they are given considerable support; in mathematics pupils are able to think things out for themselves, are well motivated and can apply mathematical knowledge to new situations, in science they can observe, work well together and have good communication skills, in technology pupils master thoroughly the skills of designing and making through individual projects, in modern languages pupils, in the best lessons, learn new vocabulary, extend learning to new contexts and manipulate grammatical elements in real tasks, in history they are willing to speculate and demonstrate skills in problem solving and deduction and in the evaluation and synthesis of historical information; in geography they are generally competent in their understanding of geographical concepts such as the reason for local and global pollution and industrial location, in art pupils show a growing appreciation and knowledge of art and its history and are beginning to relate this to their own work; in music at Key Stage 4 pupils discuss their work and ideas and remain interested in the task for considerable periods of time; in physical education they make progress in their ability to perform a variety of physical skills, in religious education they can use reference materials and work creatively in small groups.
23. Generally, pupils show positive attitudes to their work and good levels of motivation. When given opportunities, they can learn independently, collaborate with each other, ask appropriate questions, apply knowledge to new situations, solve problems and communicate what they have learnt. Such opportunities were given at times in most subjects but were particularly evident in aspects of English, mathematics, technology, history, geography and art. Pupils' competence as learners was generally sound

but would be improved by greater integration of the study skills programme in PSE with the progressive demands of the curriculum.

24. In a small minority of lessons there were shortcomings in the quality of learning. In these lessons pupils lost concentration and became easily distracted. Sometimes, but not invariably, such lessons were those of non-specialist or less experienced teachers. Sometimes, but not invariably, such lessons were those of non-specialist or less experienced teachers. Sometimes problems were exacerbated by a timetable which produced classes taught a subject by more than one teacher or classes being taught a subject twice on the same day. In the main, however, poor learning was associated with inadequacies in teaching.
25. Sometimes in English, for example, some lessons lacked the focus on active learning that was evident in the best lessons seen in the department. In mathematics pupils tended not to discuss their own methods for the solution of problems but simply followed the teachers' suggestions; in science there was some evidence of poor concentration among lower ability pupils and insufficient evidence of imaginative or investigative skills at Key Stage 3; in modern languages there was, in some lessons, an excessive amount of copying and labelling and in some lessons oral skills were limited; in history, on a very few occasions, pupils did not listen to each other and showed inadequate motivation; in art little evidence was seen of pupils posing questions or seeking information; in music the delivery and pace of some lessons did not match pupils abilities, goals were not always clear and there was little evaluation of their work by pupils and only limited feedback from teachers; in religious education pupils participated in a rather narrow range of language activities and sometimes showed a restricted ability to listen with sympathy.
26. Homework is regularly set in all subjects and homework diaries are conscientiously filled in by pupils and checked by form tutors and parents. More use should be made by subject teacher of pupils, log books/homework diaries to set specific learning targets in their subjects and so to encourage independent learning. The credit system for Key Stage 3 pupils is well used and is a positive factor in pupils' motivation.

#### 4. THE EFFICIENCY OF THE SCHOOL

27. The school provides value for money in that pupils achieve generally good standards at a unit cost per pupil which is in line with the average figure for Lancashire secondary schools. The governors' finance committee recognises the importance of careful planning and operates a clear cycle of budget setting related to the School Development Plan and to overall budget objectives.

The committee has terms of reference and has defined the level of financial delegation to the headteacher. The most recent audit report identified a number of issues for action. These have now been addressed. The budget is managed very effectively by the headteacher and governors.

28. The school is successful in its development planning with the current process is built on many years of experience. The School Development Plan has clear objectives with clearly delegated responsibilities, related evaluation criteria and detailed costing. The process of planning is such that department, unit and school planning is fully integrated, involving all staff, and timed so that it informs the budget setting cycle. There is also an evaluation cycle that runs in parallel with the planning cycle and which is designed to inform future planning. All departments have annual development plans in a context of a three year planning/development/implementation cycle. An overall, extended school plan, covering a number of years, would enhance an already comprehensive process.
29. The school sets its budget by reference to an historical pattern, to LEA guidelines and to immediate and long term needs identified in the School Development Plan with its associated resource needs analysis. There is an operating surplus of more than £100,000 in the current year but this has been accumulated with a view to the need to upgrade certain areas of the building and the prudence of maintaining a sensible reserve. Continued good budget management will enable the governing body to meet long term identified needs, but these should be more clearly identified in a longer term plan.
30. Day to day management of the budget is sound and improvements suggested by the most recent audit report have been put in place. Clear procedures for spending are also in place and the school can monitor and implement changes as appropriate. An accurate statement on how the school stands financially at any time is readily available and such statements are issued regularly to the governors' finance committee.
31. The allocation of resources to departments is based partly on a formula which takes account of the varying resource needs of different subjects. A similar aggregated budget is distributed to departments in response to needs identified through departmental development plans. Amounts and priorities are decided by the deputy headteacher with responsibility for resources in the light of the main objectives identified in school development funding. The school should identify clearer criteria for the distribution of both forms of capitation. Evidence suggests that funding levels for some departments are not fully adequate to meet needs.

32. The school timetable is generally effective in facilitating the efficient use of staff and facilities but there are instances of over-long double periods which in some cases appear to affect adversely pupils' achievement. A similar effect is created by teaching in some subjects occurring twice in the same day with the same groups. Teaching occurs in specialist accommodation where possible though the school is tight on overall accommodation.

## 5. PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

### 5.1 PUPILS' SPIRITUAL, MORAL ASOCIAL AND CULTURAL DEVELOPMENT

33. The school's intentions for pupils' spiritual, moral, social and cultural development are expressed throughout its aims, its statement of philosophy, its pastoral care policy and its motto 'Learn to Live'. These statements stress responsible citizenship, contributions to the community, individual work, equal opportunities and social and personal development. Closer whole-school attention to the values underlying the statements is required to make them more explicit, to widen their scope and to inspire more fully the life of the school. Pupils understand the school's expectations of them but need more opportunities to explore the values and principles underpinning these requirements. There is as yet no whole school planning to ensure consistent and progressive spiritual development for all pupils.
34. The school meets statutory requirements with regard to collective worship. Pupils attend year or double year assemblies on four days each week and one form assembly, all of which include an act of collective worship. A schedule of themes for assemblies is followed and staff may draw from an available collection of related stimulus material gleaned for a wide and imaginative range of sources. The themes are broadly moral and spiritual and the assemblies conclude with a prayer. However, insufficient time is afforded to pupils for reflection on values and beliefs or on a search for personal meaning.
35. The whole school assembly which took place during the inspection was an exception; a corporate ethos was created and pupils were encouraged to reflect on the challenge of their own school motto and to strive to achieve the vision contained in it.
36. Some teaching offers pupils opportunities in a range of subjects to reflect on and to develop values. In drama, English and personal and social education (PSE) pupils are encouraged to express and to explore ideas. Reflection is encouraged in the writing of personal statements in review sessions. Pupils in religious education follow a new County agreed syllabus which focuses on belief, values, morals and attitudes and the

pupils' own personal search for meaning in life. Its investigative approach enables pupils to be sensitive to a range of views. A group of pupils in Year 7, for example, grappled with difficult questions and contributed personal views in a lesson which explored ideas about god and heaven. Pupils in Year 9 were beginning to develop a wider understanding of the nature of religious belief and they were challenged to think beyond the outward and visible in a lesson on worship. This programme is only beginning but should strengthen the school's provision for spiritual and moral development.

37. The moral focus of assemblies and of some aspects of religious education is reinforced in the PSE programme. Moral issues are also discussed in English, science and drama. Overall pupils have good understanding of right and wrong. Their good working relationships with the majority of their teachers and recognises and valued by parents. The school works hard to help pupils to respect themselves, others, school aims and codes, property and the environment and to offer them a secure and stable learning environment.
38. Pupils' concern for others is evident in the school's involvement in charities and in community work with the elderly and the very young. The school received a School's Curriculum Award in 1992 for its community links. Pupils operate a reception rota and welcome visitors to the school: all are expected to undertake responsibilities when it is their tutor groups's duty week. Some pupils have the opportunity to act as form captain or as captain of a sports team. Parents were impressed with the way that pupils recently took on the responsibility of presenting the school's prize giving evening. Building on these strengths, the school should now examine how it might encourage all pupils to take advantage of the opportunities to exercise responsibility.
39. Pupils' cultural interests are developed through the curriculum in many areas, particularly drama, dance, art, music, modern foreign languages and humanities. They are extended by visits to regional theatres, concerts, dance groups, museums and to environmental projects. Special interest weeks on, for example, the environment or european awareness, school camp weeks and annual visits to France and Germany further extended opportunities. Further planning co-ordination through the curriculum, to build upon existing good practice, would help to promote a more secure understanding amongst pupils of the cultural diversity of contemporary British society.
40. The school offers a good range of extra curricular activities including sporting activities, school orchestra, outdoor pursuits, trips abroad and various clubs. A particular strength is drama, including school productions which involve large numbers of pupils and



make a significant contribution to their social and cultural development and to external relations. The social and cultural life of the school is reflected in the attractive displays in the public areas of the school.

## 5.2 BEHAVIOUR AND DISCIPLINE

41. In the main, pupils behave in an orderly manner in lessons and around the school. The majority act responsibly and respect the authority of their teachers. Occasionally, pupils misbehave in lessons. This is sometimes associated with non-specialist or inexperienced teaching or with a lack of pace, variety and challenge in lessons so that pupils become restless and lose concentration. Sometimes the teaching is insufficiently differentiated to cater for the wide range of ability in some groups and, occasionally, the range of activities is not sufficient to hold the attention of some pupils. Movement between lessons is generally orderly but there is occasional pushing caused by congestion in the corridors and on the narrow stairway of the four-storey building. Pupils are well behaved in dinner queues where they are supervised by staff. Staff involvement in midday supervision has a beneficial effect on behaviour and attitudes. Pupils' behaviour in assemblies is particularly orderly.
42. The governing body's policy on behaviour and discipline is consistent with the aims of the school. Expectations are made clear to pupils and they know the system of codes and sanctions. Appropriate praise and encouragement are given to pupils in lessons, assemblies and review sessions with form tutors and also in comments on written work. A reward system of credits and certificates at Key Stage 3 for good work or for effort is valued by pupils. Staff understand the clearly structured system of procedures and systems for referral. They deal with minor misdemeanours firmly and fairly. Detention and a daily report system are used when appropriate.
43. The behaviour of a small number of pupils causes some concern and has resulted in an increase in exclusions during the last four years. 39 pupils were excluded in the past year, six resulted in permanent exclusion.
44. The total number of exclusions involve a relatively small percentage of pupils, some of whom have been excluded several times. Each case is well documented, parents are involved early in the process and a range of strategies is used to try to modify unacceptable behaviour before the final stage is reached. The community committee of the governing body is scrupulous in following LEA guidelines in carrying out procedures. It is concerned to give a fair and independent hearing and on occasions

when it decides to reinstate a pupil, parents and pupil enter into a contract of behaviour which clearly sets out the school's expectations. The school has had some success in integrating pupils who have been excluded from other schools.

45. Pupils indicated that some bullying takes place but that the school takes such instances seriously and deals with them firmly. Parents expressed satisfaction with the way that the school deals with bullying. There is no written policy as yet but the subject is dealt with in all years in PSE lessons. A school policy for responding to and reporting racial incidents is informed by LEA guidelines.
46. Pupils are not allowed out of school without the knowledge of the headteacher or deputy headteacher. Pupils have access to the school buildings throughout the day and they generally respond by behaving sensibly and by treating the building with respect. There are very few instances of graffiti or damage to school property.

### 5.3 ATTENDANCE

47. Although annual levels of attendance consistently average over 90%, there are occasions during the year when, for some year groups, particularly Year 11, levels fall below this figure. For the academic year 1992/93 1.5% of absence was unauthorised; this is above LEA and national norms. Most of the unauthorised absence is accounted for by a number of persistent absentees. The school is scrupulous in its interpretation of unauthorised absence as defined in circular 11/91.
48. The school has a number of appropriate strategies to improve and monitor attendance, significantly a computerised system to register attendance which enables absence to be quickly identified, alerts the form tutor, signals notification to parents and collates information.
49. Procedures for late arrival at school, signing out and absence are clearly understood by parents, pupils and staff. A reward system of credits and certificates for good attendance and detention for lateness without excusable reason works particularly well at Key Stage 3.
50. Registers are kept carefully by form tutors who follow very clear guidelines in school documentation. They monitor attendance on a daily basis, liaise with heads of year and also directly with the educational welfare officers, when required, to enable referrals to be passed on. Many subject teachers during the inspection carried out the school's requirements to check registers during the course of lessons and to report unaccountable absence. Most pupils arrived promptly to lessons. Latecomers were usually dealt with firmly.

51. The tendency for attendance to decline throughout Year 11 seriously interrupts the progress of a minority of pupils and affects examination entries. The school has responded positively in its attempts to improve attendance by introducing various initiatives and procedures but will need the co-operation of parents and the continued support of education welfare officers if it is to achieve further success.
52. The school complies fully with the requirements of Circular 11/91.

## 6.0 SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

### 6.1 ENGLISH

53. GCSE results are good. In 1993 the number of pupils gaining grades A-C was above national averages in both English language and literature. Almost all pupils entered gained a graded result, though in 1993 10% of the cohort were not entered for the examination. The results for 1994 are also good, above the provisional national average in English language and at the average for literature.
54. Most pupils speak clearly, offering relevant comments and adjusting their speech appropriately to different circumstances. More able pupils can explain and justify their ideas in some detail. Able pupils and some middle ability pupils, working in pairs or small groups, make effective use of talk to help them clarify their ideas.
55. Many pupils in Year 7 have limited ability to plan, draft and develop their writing. Many do not spell and punctuate accurately. Most pupils make progress over the key stages and are able to tackle progressively more demanding tasks successfully. They write in a range of forms; stories, reviews, articles, most showing an increasing ability to use an appropriate style. A small number of pupils have continuing difficulty in writing clearly and accurately. At Key Stage 4 able and middle ability pupils produce varied, well-organised writing. Presentation is generally good, except for the least able writers. Little use is made of information technology as a writing tool.
56. Most pupils at both key stages read books of their own choice for pleasure and are able to discuss their tastes in reading. Some pupils would benefit from extending the range of their reading. Most pupils at both key stages show understanding, both in discussion and in their writing, of the literature they study. Reading aloud is generally good.
57. Able pupils at both key stages learn effectively, are able to sustain talk independently, and are diligent and

well-organised. They make good progress, building on previous learning. They make good progress, building on previous learning. The attitude of middle ability pupils and the progress they make depends considerably on the skill of teachers. Where the teaching is well structured these pupils are generally able to work productively in a variety of groupings and make good progress. Lower attaining pupils need considerable support to make progress and they lack confidence. Where support is good, they work well and make some progress.

58. The quality of teaching was sound in three quarters of the lessons and good in half. Where it was less satisfactory the teachers were usually temporary or not specialists. Most lessons are well planned, based on a good scheme of work; in the best lessons teachers use a range of tasks and activities which ensure that all pupils are actively engaged. The department's procedures and practice for the assessment and recording of pupils' achievements are good and fully meet statutory requirements. Pupils receive detailed comments on their work and are encouraged to review their own progress and to set targets. The department has done much to ensure that the curriculum is appropriately matched to the needs of pupils in the three ability bands. There is more to do to ensure that tasks set for the wide ability range in the middle band are sufficiently matched to pupils' abilities.
59. The department is well managed. Development planning is purposeful and responds effectively to school and subject needs.

#### DRAMA

60. Pupils who were entered for GCSE theatre studies in 1993 achieved very good results. Results were lower in 1994, but were still satisfactory.
61. At Key Stage 3 almost all pupils achieve sound standards of practical work and many, about a quarter, achieve good standards. Movement and voice skills are generally sound. Pupils undertake and sustain role play satisfactorily though they make use of a restricted range of forms to shape their ideas. Their understanding of concepts is generally good.
62. Standards of practical work achieved at key Stage 4 by those pupils who take drama as a GCSE course are generally satisfactory and are often good. Standards of role play were good in Year 10, particularly voice skills, though pupils' grasp of dramatic form was limited. Technical skills are generally sound, for example in costume and stage design..
63. The quality of pupils work well in drama; they are

attentive to their teachers, work co-operatively together and are willing to experiment with practical work. Planning skills are generally satisfactory and pupils are developing good skills in evaluating their own and each others' work. The role of writing as a learning tool is under developed. Most pupils make progress within lessons and over time; they build on previous experience effectively. Only a very few pupils find difficulty in participating effectively.

64. The quality of teaching is almost always sound and is often good. Teachers are well-informed and confident and generally use an appropriate range of teaching strategies. There is generally a good balance of planning and practical work; most lessons are rounded off effectively with a review of what has been achieved. Occasionally, teacher exposition is rather lengthy and as a result limits practical activity. Some use is made of strategies which help pupils improve and develop their work, for example watching their peers. Use might also be made of strategies to help pupils structure their improvisation more tightly. The scheme of work is in the process of being updated. A record of achievement is kept.
65. Drama and the theatre productions, which involve a large number of pupils, make a significant contribution to pupils' social and cultural development.

## 6.2 MATHEMATICS

66. The standards of achievement at both key stages are generally commensurate with the age and ability of the pupils. The proportion of pupils gaining GCSE grades A to C in 1993 was slightly above the national average for maintained schools, with the achievement of the girls exceeding that of the boys and a relatively high proportion of pupils being awarded grade A. The proportion of A to C grades for 1994 are similar to those for 1993.
67. Pupils are acquiring the necessary skills to carry out mathematical procedures appropriately and are learning to apply their knowledge to a range of situations. Competence in problem solving varies considerably but the pupils display confidence in handling their teachers' suggestions. Gains in the pupils' level of understanding over time is evident and they are learning to seek patterns and to provide explanations. The pupils are attentive, well motivated and display appropriate perseverance. Presentation of work is often of a high standard and the pupils demonstrate a good attitude to their learning.
68. The teaching is well planned and purposeful. The competence of teachers is evident. Effective use is made of the available resources and the pupils co-operate

fully with their teachers. Opportunities for investigative work are provided and attempts are made to relate tasks to situations beyond school. Praise is used rather sparingly and the confidence of the pupils might be increased by its greater use. The good features of the teaching have a positive effect on the standards being attained.

69. The work of the pupils is well marked though there is some variation in approach. Detailed records are kept and reviews of the pupils' work are carried out at regular intervals, with particular attention being paid to the assessment of the least able children. A considerable amount of support for pupils with special educational needs is provided, though lack of continuity sometimes inhibits the good practice. Attention is being paid to provision for the more able pupils.
70. Management of the department is effective and the scheme of work continues to be reviewed and improved. The available funding has been spent on the provision of resources and attention is being paid to the availability and use of information technology facilities. A number of classes at Key Stage 3 are taught by more than one teacher at different times of the week but continuity is not a serious problem. The main teaching area provides an attractive environment for learning but a number of lessons are held in rooms which are not always for the purpose.

### 6.3 SCIENCE

71. Standards of achievement in science are generally good. In 1993, GCSE results for science double award were significantly above the national average. In 1994, more than half the pupils entered for double award science achieved grades A-C. Boys outperformed girls in the attainment of these higher examination grades in 1994.
72. The quality of learning and teaching is usually good. A modular approach to ensure full coverage and delivery of the National Curriculum programmes of study is in operation at both key stages. Rotation of teaching groups between different members of staff ensures the, where possible, the content of the module matches the specialist subjects of the teacher. Lessons are well planned and pupils are provided with opportunities to think and work scientifically. Pupils co-operate in small groups to complete practical tasks and experiments but independent learning skills would be improved by a greater provision of textbooks for use in class and for work and revision at home.
73. Overall attitudes to learning among pupils are particularly good in the upper ability groups at Key

Stage 4. Experiments and practical investigations are undertaken with commitment. There is less evidence of motivation and concentration among lower ability pupils in the same age range and this situation would be improved by a different structure to the timetable and increased resourcing.

74. Pupils are assessed continuously through the year and their progress is monitored through homework, class practical, scientific investigation and end of module tests.
75. Science teaching is enriched by extra curricular activities and by education visits. However, the learning environment within the school could be improved through better maintained and designed accommodation. The chemistry laboratory is in the process of substantial accommodation. The science department, with eight full-time teachers, receives support from a technician for an inadequate amount of time. Budget allocation is also on the low side and limits the purchase of new apparatus and equipment.

#### 6.4 TECHNOLOGY

##### DESIGN AND TECHNOLOGY

76. In all lessons at Key Stage 3 the majority of pupils achieved the standard expected of them and just less than half achieved beyond it. Pupils entered for technology and for food studies in the GCSE examinations in 1993 and 1994 gained substantially more passes at grades A-C than the national averages, although in 1994 grades A-C fell below the average in food studies. In most of the lessons at Key Stage 4, the majority of pupils' achievements were in line with national expectations, but in year 10, some pupils' achievements were lower than might have been expected.
77. In the majority of lessons at Key Stage 3, the quality of learning was good or very good. At Key Stage 4, it was generally sound and in some instances was good or very good. In construction, control and graphics pupils master thoroughly the techniques of designing and making through individual projects and more often than not, the quality of practical work is good. In food studies, work is well researched and the pupils' progress in understanding and applying nutritional concepts is good. They are able to evaluate finished work very effectively and are particularly self-reliant in practical work. Pupils were highly motivated in many of the lessons, especially when practical work was involved. In all but a few lessons at both key stages, the quality of teaching was good or very good and it was never excellent.

Objectives are clearly set and lessons are invariably well prepared and resourced. Teachers' confidence which contributes greatly to good standards of pupils' work, derives from a thorough command of subject knowledge and skill.

78. The department has commendable aims and is managed well. Essential documentation is comprehensive, useful and usable. Successful efforts have been made to cover the National Curriculum requirements at both Key Stages. The department has produced its own successful policy for catering for pupils of differing ability in mixed ability groups. Development planning is well established and effective.
79. All teachers are well deployed by experience and qualifications in the aspects of the subject they teach. They have benefited from in-service training in the past, but there is still a need for further training if the National Curriculum requirements are to be fully met. The subject is well supported by non-teaching staff.
80. The department is generally well equipped, although there is a pressing need for up-to-date computers and software in every aspect of the subject. The refurbishment and extension of teaching spaces which was underway during the course of the inspection, will not only provide the department with adequate and appropriate spaces, but will group together more effectively the various elements of the subject which are, at present, located in various parts of the building.

## 6.5 INFORMATION TECHNOLOGY

81. In 1993, the number of pupils gaining A-C grades in the GCSE examination in information studies was substantially above the national average. There were no pupils entered for the subject in 1994. In GCSE business studies in 1994 results, in grades A-C were better than the national average. In the 13 week modular course in information technology at Key Stage 3, pupils' achievements in all lessons both when compared with national expectations and when related to their capabilities were satisfactory or better. Generally sound standards were achieved in communicating and handling information in the subjects of the curriculum on the rare occasions when they were able to be observed during the inspection; but achievement was often inhibited by the limitations of hardware or by the lack of knowledge and confidence of the teachers. At Key Stage 4, standards of pupils' achievement in Year 10 on the GCSE course in information systems and business studies correspond with, or were beyond, national expectations at that stage of the course. Analytical skills were being developed quickly, although a sizeable minority of pupils lacked experience in some elements of information technology, including word processing. There is no overview across the subjects of pupils' standards



in each aspect of information technology.

82. Opportunities for learning through the use of information technology in the subject departments are limited and those that do provide them are often at an early stage in the development of the work. There is a need for in-service training in many of the departments if information technology learning is to be consolidated successfully. A programme of monitoring and co-ordinating curricular provision of resources, is essential if requirements are to be satisfactorily met. Strong support is given by a non teaching assistant both in the audit and maintenance of a variety of equipment.
83. The provision of hardware appears adequate although many machines, especially those in the subject departments, are old and in need of replacement. At the moment the ratio of pupils to computers is a little better than the national average at just less than 10:1, although with 12 new machines on order, it should be reduced to 9:1 before the end of the year.

## 6.6 HISTORY

84. In almost all lessons the majority of pupils reached standards that are appropriate for their ages and abilities and many pupils demonstrated achievement beyond the national expectation. There is some good understanding of historical ideas at Key Stage 3 where pupils are able to recall previous learning and apply it to a new situations. There is a developing understanding of chronology and pupils studying expansion, trade and industry are able to talk with confidence about social and economic change in 18th century British history. At Key Stage 4 most pupils have good factual knowledge and can and interpret evidence and understand cause and effect. Some lower attaining pupils, however, find difficulty with the knowledge demands of the GCSE course. Standards of written work are largely sound and in some cases the presentation is of good quality. GCSE results in 1993 were below the national average. Provisional results for 1994 show an increase in the proportion of passes at Grades A-C and a significant improvement in the number of pupils obtaining the highest grades.
85. The quality of teaching and learning was sound or better in most lessons. In over half the lessons it was good. In these lessons there was skilful and challenging teaching with high expectations and good use of a variety of appropriate activities. These included the use of role play, small group discussion and video as a stimulus to learning. Pupils responded enthusiastically, worked hard and made good progress in their knowledge and understanding of events, and in their use of historical skills. Where there were shortcomings in quality some pupils were insecure in their knowledge and lacked

concentration. In some lessons pupils would have benefited from more de tailed guidance on the organisation of group work and the standards of work expected.

86. The department has developed schemes of work which meet the requirements of the National Curriculum. Appropriate assessment and recording procedures have been devised and these accord with school policy. Effective and sensitive support for pupils with special educational needs is provided but not in all lessons. The department has clear policies for meeting the needs of these pupils and has produced good quality materials at Key Stage 3 to support them with their learning difficulties. There is a need to extend the range of learning materials and strategies for pupils with special needs at key Stage 4.
87. Resources for learning in history are generally good. However, the department does not have its own computers and this limits opportunities for pupils to develop capability in the use of information technology in history. A significant amount of teaching takes place in non-specialist rooms and this has an impact on effectiveness and the efficient use of resources. More use could be made of display to stimulate learning and to celebrate achievement.
88. This is an efficient department in which development planning is well advanced. Most important policies are in place but that for equal opportunities us under-developed. The teaching staff are experience, highly committed and work together in a purposeful and professional way. Building on achievement at GCSE.

#### 6.7 GEOGRAPHY

89. Standards achieved by pupils at both key stages are generally sound, with many commendable features in the better lessons. Where achievement is high, planning is very effective. Pupils are interested in their work; they are given opportunities to demonstrate their understanding of geographical concept in issues involving the environment and, at Key Stage 4 especially, the appreciate the processes of geographical investigations. There is progression in the acquisition of skills as an integral part of themes and the study of places. Almost all pupils achieve to expectation, express their knowledge well both verbally and in a range of writing. Written work is well presented. GCSE results in 1994 were above the national average.
90. The quality of teaching and learning is sound or better. In over half of the lessons there were many good qualities. Pupils were keen to be involved in the learning process and effective group discussion was observed on local and global pollution and industrial location. Problem-solving approaches to geographical

themes are familiar processes for pupils and they competently manage a wide range of sources of information. This is particularly noteworthy in fieldwork at Key Stage 4. A prominent feature is the use of the local area as a context for learning, and the development of values and attitudes, and study skills, are regular elements of classroom activities. Some good quality questioning and support encourage higher achievement for many pupils across the ability range.

91. The subject is efficiently organised. High quality planning and comprehensive documentation ensure that current statutory requirements are met at Key Stage 3. Appropriate resources and differentiated materials are readily available providing excellent support and guidance to teachers. The practical scheme of work integrates content, assessment and reference to cross-curricular themes. However, the important contribution that geography makes to multicultural education should be given greater prominence.
92. There are future planning targets for the subject, and these are costed within an action plan over the current period of change. Professional development is stressed, and lessons are taught by enthusiastic and experienced teachers. This effective management places the department in a strong position to review current practices and to modify them in the light of potential change at both Key stages.
93. There is a good range of resources to support teaching and learning. The use of non-book materials is good, and the application of information technology, especially the weather station and CD ROM facility, continues to be integrated into the process of learning. The main geography room provides an excellent environment for teaching and learning. However, a substantial number of lessons are taught some distance away from this teaching space and central resources. The use of the library as a classroom restricts access and affects standards and quality of learning. There are some excellent displays of pupils' work.

#### 6.8 MODERN LANGUAGES

94. Recent GCSE results were at the national average in French in 1993 but declined in 1994. Other languages results have been significantly below national average but the school entered a much wider range of pupils in German and Spanish than most comprehensive schools. Standards achieved in lessons are at or above the national expectation in about three quarters of lessons. There is some under-achievement in Spanish in relation to pupils' abilities.
95. Listening skills are mainly sound or good. Most learners can cope with the foreign language at near normal speed

although some struggle when the teacher goes beyond the more basic instructions. In speaking, at Key Stage 3, some abler pupils can pose questions and use simple memorised language, especially in German. At Key Stage 4 in French abler pupils can often use past tenses quite well. In weaker classes at both key stages learners lack confidence to go beyond basic phrases, especially in Spanish. Reading was little observed at Key Stage 3 but is sound at Key Stage 4. Written presentation is usually neat but only a minority of pupils at either key stage show the capacity to do much more than copy.

96. Learning is generally sound or good, particularly at Key Stage 4, and is best in German and French. In most lessons learners concentrate well, are eager to participate and enjoy learning languages. Tasks offer both rigour and interest and children make progress rather than simply practising what they already know. In weaker lessons much time is wasted on undemanding tasks. There is some pair or group work in most lessons but sometimes when tasks are not clear or appropriate pupils grow restless.
97. Teaching was sound or better in about three quarters of lessons. In the better lessons teachers achieve pace and variety and ensure that pupils are well challenged and making real progress. In less successful lessons expectations are often too low and tasks lack clarity, purpose or variety. Teaching was often best at Key Stage 4 where the department is trying to move beyond mere examination practice. Teachers are confident and fluent in their main languages and usually use them well during the lesson; they are less comfortable when asked to teach other languages. Relationships with pupils are often good.
98. Non-specialist accommodation and staff are overused. Staffing difficulties last year may well have contributed to a lowering of standards in Spanish and French.

#### 6.9 ART

99. In the lessons observed at Key Stage 3 most pupils achieved the national expectation and some achieved beyond it.
100. Scrutiny of a selection of pupils' work from 1992/93 across the three years of the key stage suggests that standards were more varied and sometimes lower. Much of the course work was small scale, often unfinished and predominantly in pencil. A considerable amount of it was copied from secondary sources and there was some lack of progression and of analysis and recording from direct observation.
101. In lessons almost all pupils were achieving appropriate levels for their ability. They were recording with

reasonable accuracy and used a range of materials and techniques with confidence.

102. In the lessons observed at Key Stage 4 most pupils achieved the national expectation though a few achieved below it. Scrutiny of portfolios (current and from 1992/93) provided evidence of sustained work and more ambitious projects. Technical standards are improved and the course has more structure.
103. In general Key Stage 4 pupils appear able to sustain quite lengthy projects, record with accuracy and demonstrate sound levels of technical skills. There is appropriate understanding of the formal elements of art. Pupils can describe and interpret their work using an appropriate technical vocabulary.
104. In 1992 and 1993 GCSE results were significantly above the national average but the most recent results are below that average.

#### 6.9 MUSIC

105. In all lessons observed at both key stages some pupils were achieving at the national expectation but many were achieving below it. When pupils' abilities were taken into account, standards were mostly at appropriate levels though some pupils were underachieving. In 1994 GCSE results were significantly above the national average but the number of pupils taking the examination was small. Results in 1993 were below the national average, again with a small entry.
106. In most lessons at Key Stage 3 the quality of learning and teaching had some shortcomings while at Key Stage 4 learning was sound. Pupils make progress in learning note values, in understanding binary form and in matching words and music in their compositions. Instruments are used competently for the tasks set, but many pupils are insecure in their knowledge and some lack concentration. In some lessons pupils would benefit from more appropriate and detailed guidance on objectives for the work expected and for the management of group work.
107. This is an extremely committed, hard working department which provides an excellent range of extra-curricular opportunities, particularly for motivated and more able pupils who achieve high standards of instrumental and ensemble work.
108. The department has a developing scheme of work not yet fully aligned with the National Curriculum programmes of study. Appropriate assessment and recording procedures are in their early stages of implementation; they are in line with school and faculty policies. Music technology and computers have been purchased to support provision for pupils with special educational needs and in lessons

the needs of such pupils are handled sensitively when they arise. The department's documentation of special educational requires further refinement.

109. In the main teaching area more use should be made of display to stimulate learning and to enhance the celebration of achievement. Some teaching takes place in non-specialist rooms and is generally less varied. Non specialist teaching also limits the department's effectiveness. There is insufficient time at Key Stage 3 fully to cover the National Curriculum programmes of study. Resources are restricted by low levels of funding.
110. Building on its commitment and on its strengths the department should develop and evaluate strategies to improve standards in the curriculum delivery of music.

#### 6.10 PHYSICAL EDUCATION

111. In most lessons the substantial majority of pupils achieved standards expected nationally, while almost half achieved beyond this. Similarly, the substantial majority of pupils achieved standards appropriate for their abilities, whilst more than half achieved standards that were high for their abilities. Standards were slightly better at Key Stage 4.
112. The quality of learning was sound in almost all of the lessons, and was good in more than three quarters. The pupils make progress in their ability to perform a variety of physical skills and in their understanding of the principles of games, gymnastics and dance. They are well behaved well motivated and have a positive attitude towards learning. The pupils co-operate effectively with each other and are able to evaluate their own and others' performance.
113. In all lessons the quality of teaching was satisfactory or better, whilst in more than three quarters it was good. Lessons are well prepared with logical progression and continuity and delivered at a brisk pace. The teachers have sound knowledge of the subject and set appropriate and challenging tasks. Teaching points were illustrated by clear demonstration and positive working relationships exist both between teacher and pupils and between pupils.
114. The department offers a very broad and balanced, well structured curriculum which fulfils the requirements of the National Curriculum. A positive feature is that both boys and girls have access to dance and gymnastics at Key Stage 3. Effective leadership of the department contributes to high standards. However, consideration should be given to the teaching of pupils with special educational needs to ensure they make appropriate progress in learning.

115. Extra curricular provision is good and boys and girls of all abilities are encouraged to participate in a wide range of activities.

#### 6.11 RELIGIOUS EDUCATION

116. In almost half the lessons observed at both key stages, pupils achieved the expectation of the Local Authority Agreed Syllabus of Religious Education, but, nevertheless, in a majority of lessons achievement fell below that standard. When achievement is set against pupils' abilities, standards were variable. Some achieved to a level that was high for their ability, others at a level which was appropriate. However, a significant number of pupils observed were underachieving.

117. The introduction of a new syllabus is proving challenging for pupils, some of whom are experiencing difficulty in engaging with work that makes more substantial demands on knowledge, skills and understanding. For example, while some pupils showed great imagination in exploring the concept of God others were unable to deal adequately with 'myth' as a carrier of truth.

118. In half the lessons observed the quality of learning was sound and sometimes good. At Key Stage 3, shortcomings were apparent in a majority of lessons. At Key Stage 4 learning was sound. Where learning was good, pupils were beginning to apply the skills of critical thinking to the subject's field of enquiry. This is particularly important when religious experience, religious belief and the search for personal meaning in life are the focus.

119. The teaching of the subject is largely carried out by staff who lack specialist subject qualifications in religious education. They ensure that the statutory requirement that religious education be delivered to all pupils is met. However, the lack of specialist knowledge does, on occasion, limit the quality of learning. Similarly, the time allocated for the teaching of the subject is at a minimal level, creating problems of continuity between lessons and restricting teaching approaches.

120. The school should consider carefully how to implement the new Local Authority Agreed Syllabus. A radical review of approaches to teaching the subject is necessary. The shortage of specialist teaching is an impediment to this process. A thorough review of teaching resources to support new programmes of study is also required.

#### 7.0 FACTORS CONTRIBUTING TOT THE FINDINGS

##### 7.1 QUALITY OF TEACHING

121. In almost nine out of ten lessons observed the quality of teaching was sound or better. In nearly a half it contained good features and no major shortcomings. Little outstanding teaching was observed however. Teaching was slightly better at Key Stage 4 than at Key Stage 3.
122. In most lessons the work is well planned according to schemes of work which offer clear guidance to the subject teacher. In the best lessons planning covers teaching methods as well as the content of the work. Here a good pace is maintained, pupils are challenged according to their abilities, provision is made for pupils with special educational needs and for more able pupils. Well planned work was seen in most subjects, for example in English where, at its best, work was planned both in terms of content and teaching strategies; in mathematics where work was carefully related to National Curriculum requirements; in science where pupils were given opportunities to think and operate scientifically; in technology where the work was characterised by clear objectives and teachers' good knowledge of the subject; in history where planning facilitated continuity and progress and was supported by good resources; in the better lessons of modern languages where good use was made of the target language and language was used in a variety of contexts; in geography where planning of high quality led to understood objectives, clear instructions, varied tasks and challenging questions; in art where planning was comprehensive and thorough; in physical education where work was well planned by teachers with a good command of their subject and in religious education where the focus of lessons was clearly indicated at the outset and subsequent activity was well planned and paced.
123. There were occasions where planning was not of such high quality, in English the scheme of work was sometimes interpreted mechanistically, particularly by temporary, non-specialist teachers; more consideration should be given in mathematics to setting differentiated tasks on occasion; in science some lessons were characterised by unclear exposition or inappropriate work for low ability pupils; in history some opportunities were lost at Key Stage 4 to challenge pupils through open questions; in modern languages a low level of challenge, lack of variety and little use of audio/visual aids sometimes led to inattention and disruption; in art abler pupils should be challenged more and groups work could be better developed; in music serious shortcomings in planning results in inappropriate pace, unclear objectives and little planning for pupils with special educational needs; in religious education it was difficult to maintain continuity in circumstances where the periods between lessons are lengthy.
124. In general, teachers have a good knowledge of the subjects they teach. In a few areas however, notably in



English, modern languages music and religious education, the inadequate subject knowledge of some non-specialist teachers has an adverse effect on the quality of teaching.

125. Work is generally well matched to pupils' attainments and abilities. Teachers' expectations are appropriately high. The school has rightly targeted the performance of pupils with special educational needs and that of some low achieving pupils as particular areas for development. Similarly in some departmental development plans the need for more refined differentiation is recognised. Particular attention is being paid to differentiation in the PSE programme. These developments should lead to improvement in the match between the work and pupils' attainments and abilities.
126. Teaching is exceptionally well documented and heads of department generally manage their departments well. Most teachers work very hard; work is diligently set and marked; relationships are usually friendly and productive. Overall the quality of teaching has a positive effect on the standards of pupils' achievements.

## 7.2 ASSESSMENT, RECORDING AND REPORTING

127. The school has an updated, comprehensive policy on assessment, recording and reporting which is explicitly linked to the school's philosophy and aims. The document lays stress on pupils' entitlement to supportive assessment which gives them clear targets for future learning. The arrangements outlined in the policy fully meet the requirements of circular 16/93 on reporting pupils' progress to parents and the assessment requirements for the subjects of the National Curriculum are also being met, the only exception being the assessment of pupils' progress in information technology across the curriculum. Teachers' expertise at estimating progress in terms of the levels of the National Curriculum is comparatively well advanced, particularly in the core subjects of English, mathematics and science.
128. Marking is conscientiously undertaken by teachers but much fall short of the requirement of the school policies for it to offer clear targets for improvement. Often teachers' comments are insufficiently specific and this is reflected in the often vague targets entered into pupils' log books and on review sheets.
129. A complete system for Records of Achievement has been long established, the school having taken early advantage of the TVEI initiative. This has been reviewed and adapted several times and parents have been extensively consulted. The present structured, incorporating regular review of pupils' progress by form and subject teachers, the log book/diary for setting targets and logging

achievements by pupils and the detailed reporting once a year to parents, if of high quality. It makes considerable demands on pupils; teachers and parents' commitment and time.

130. In general the system works well, though better links between subject reviews and the reviews carried out by form tutors; more specific target setting and more consistent and better supported pupil self evaluation would improve it. The portfolio of work and other achievements which all pupils keep is a good feature of the system, but many portfolios contain work from only a few subjects. Better co-ordination of contributions from across the curriculum would improve quality.
131. Each form tutor manages the reviews of his or her form. Form tutors stay with their form for the whole of the pupils' life in the school and its best the contribution of the form tutor to the assessment and monitoring of pupils' progress is of pivotal importance. The quality of written reviews both by teachers and pupils can be variable but is generally good.
132. Subject departments are required by the school policy to have their own policies on assessment, recording and reporting. All departments have such policies and many have been reviewed several times in the light of National Curriculum requirements. Many are of good quality and are clearly related to appropriate National Curriculum attainment targets, incorporating pupils self assessment and diagnostic marking. Provision is made for target setting and review moderation of the assessment of pupils' work is becoming part of departmental practice in some subjects. However, some unevenness in marking and assessment exists between and within departments and there is a need for closer co-ordination and sharing of expertise.
133. The school monitors and assesses of the work of pupils with special educational needs. Low achievers of various abilities are identified and their progress is monitored closely through the reviewing and target setting procedure, often with the involvement of senior staff.
134. Overall, the arrangements for assessment recording and reporting are through-going and contribute positively to pupils' motivation and achievement.

### 7.3 QUALITY AND RANGE OF THE CURRICULUM

135. Curriculum development is supported by an effective and thorough annual planning cycle including evaluations of past performance and the identification of new departmental targets. The management group of senior

staff provides an appropriate forum for considering whole school curriculum planning and the senior management team provides effective curriculum leadership. There is an active and well informed governors' curriculum committee which meets regularly. The governors have adopted the LEA's curriculum policy and are currently reviewing their policy on sex education.

136. The school provides a broad and balanced curriculum which includes all National Curriculum subjects and religious education. Statutory provision is supplemented by a taught programme of social education and the opportunity at Key Stage 3 for all pupils to take drama as part of the modular provision in visual and performing arts. This modular provision does, however, cause some difficulties in ensuring progression and continuity for pupils, especially in art and music. The social education programme provides important and worthwhile curricular experiences for pupils but there are some areas of under-development and unevenness in quality and effectiveness. The time allocations for music at Key Stage 3 and for physical education for non GCSE pupils at Key Stage 4 are inadequate for full implementation of the National Curriculum programmes of study. The time currently allocated to religious education will not meet the statutory requirements of study. The time currently allocated to religious education will not meet the statutory requirements of the new Agreed Syllabus and has a noticeable effect on standards of achievement, especially at Key Stage 3.
137. Generally schemes of work have been written to comply with the statutory requirements of the National Curriculum. Many of these plans are of good quality and offer comprehensive guidance on implementation. Those for drama and religious education are under-developed. Information technology is not yet fully incorporated into the schemes of work for art and history.
138. Pupils are taught in mixed ability groups for all subjects in Year 7. Two modern foreign languages are introduced with some pupils taking French and some German. In years 8 and 9 ability sets are created in some subjects. There is flexibility to allow for pupil movement between groups. At Key Stage 4 all pupils take a compulsory core of English, mathematics, science and social education. In addition pupils choose one humanities subject, one modern foreign language, one design subject and a visual/performing art. The current arrangements in Year 10, allowing pupils to make a choice from five design related subjects, is a satisfactory interim measure prior to the introduction of the new order for design and technology. There is currently no provision to take a second modern foreign language and pupils are unable to study both history and geography. All courses lead initially to GCSE but some low attaining pupils take a City and Guilds Certificate in

Communication and the SMP Graduated Assessment in mathematics. The school recognises the need to explore alternative forms of course provision and accreditation at Key Stage 4 and is awaiting final decisions on the National Curriculum for 1995. There is an awareness of the importance of increasing the range of pre-vocational education available, possibly through the teaching of general national vocational qualifications.

139. School policies on homework are practised effectively. The homework log is generally filled in conscientiously by pupils and is signed by parents. Discussion with pupils revealed that amounts of homework vary significantly across subjects.
140. Cross-curricular planning is the responsibility of a senior member of staff who co-ordinates the work of four teachers on enhanced salaries. There is a rolling programme of development with the current emphasis on industry education, european awareness, environmental education and health education. Documentation to support cross-curricular development is comprehensive and of good quality. This is a strong and developing feature of curriculum provision.
141. The basic curriculum is suitably enhanced by a wide variety of extra-curricular activities. These include foreign holidays and exchanges, sporting, musical and dramatic activities, as well as opportunities to extend or develop new skills. All Year 11 pupils have two weeks' work experience. Planning, implementation and evaluation of the experience are thorough. The general response from employers is very positive.
142. At the meeting with the registered inspector, parents expressed satisfaction with the school's setting and grouping arrangements, the breadth of the curriculum, extra-curricular opportunity and the homework log books.

### 7.3 (II) EQUALITY OF OPPORTUNITY

143. The school makes clear in its aims its commitment to meeting its statutory responsibilities in relation to equality of opportunity. Policies on gender, education for all and the needs of able students have been developed. The school monitors option choices at Key Stage 4 and standards of achievement. GCSE results show that in general girls out-perform boys and that in some subjects traditional gender choices are still in evidence. Recognition of the particular difficulties experienced by some low attaining boys has led to the development of an innovative 'Achievement Project' which has targeted staffing and other resources on improving the numeracy and literacy of a group of identified pupils in Year 8 and 9. This is a promising development which would benefit from a greater consistency of approach by the teachers involved and from in-service to maximise the

impact of their commitment and hard work.

144. The school has adopted LEA guidance on the monitoring of racial incidents. In general ethnic minority pupils are well integrated into the life of the school and useful and productive relationships have been developed with the local Racial Equality Council and some ethnic minority community associations. Although the overall achievement of ethnic minority pupils does not yet match that of their peers, most achieve standards that are at least appropriate for their ability and many achieve beyond expectation. The school has benefited from good quality in-service and advisory support from the Ethnic Minority Achievement Project. The school has Section 11 support equivalent to .5 of a full time teacher. This is a reduction in the level of staffing that was available in the last academic year and the quality and effectiveness of the current provision is a cause of concern for the school.
145. Provision for teaching about equal opportunities across the curriculum is limited. Examples can be found in English, religious education and history. There are units on gender in the social education programme. Aspects of citizenship are addressed in some subjects but not as part of a planned cross-curricular programme. There is no co-ordination of this work across the school or evaluation of its effectiveness.
146. Equal opportunity practice across departments is variable. In some there is evidence of changes in resources, content and teaching and learning approaches in response to individual and group need. Some useful and successful strategies have been developed to improve the performance of boys in English and attempts are made to ensure equal opportunity and access in technology, mathematics, science and physical education. Some other departments, however, have not yet made explicit how school policies are to be implemented at departmental level to ensure that they are consistent with the school's aims.

#### 7.4 PROVISION FOR PUPILS WITH SPECIAL EDUCATION NEEDS (SEN)

147. The school's documentation on special educational needs is comprehensive and of good quality. Procedures are in place for the identification, assessment and support of pupils with a broad range of stated and non-stated special educational needs. Policy and practice are being adapted in response to the new Code of Practice and this is a well-managed and effective aspect of school provision.
148. The budget allocation to the school in this financial year for non-stated special needs is approximately £165,000. There is a member of the governing body who

maintains a particular interest in this work and the governors are given regular and appropriate reports on progress. The school is in a position to demonstrate its use of financial resources to support SEN.

149. Some 37 pupils currently have statements of special educational need. The LEA provides the equivalent of approximately 3.5 full time teachers to help the school meet the requirements of the statements. In addition non teaching assistance is provided to support those pupils with physical disabilities. The school has in place a secure and well-documented review process for these pupils. The quality of information relating to pupil progress is variable but that provided by the specific learning difficulty (SpLD) staff is of an exceptionally high quality. Outreach staff meet regularly with the Director of Learning Development and this has led to improvements in internal communication and record keeping. Departments will be required shortly to produce individual education plans for each statemented pupil they teach and this will be an important method of assuring quality and consistency of teaching and learning. In general pupils with statements of special educational need make good progress and are well-integrated into the life of the school.
150. There are 106 periods of in-class or withdrawal support for non-statement pupils. This support is targeted largely at low attaining pupils in mathematics and English at Key Stage 3, although support is given in other subjects. Staffing constraints do not allow support teachers to work with their target pupils in all lessons or in all lessons in a particular subject area. There is, however, a close match between deployment and the identification of learning need. In general subject teachers are comfortable working alongside support staff though there are some inconsistencies in methodology and approach.
151. All departments are required to have policies on special educational needs that are informed by, and build upon, school policy. One of the responsibilities of the Director of Learning Development is to assist departments in improving the quality of learning and standards of achievement of pupils with special educational needs. This role is consistent with the priority in the school development plan to increase the range of learning materials for pupils of different abilities.
152. The quality of departmental policy and practice is variable. Sensitive and appropriate teaching of pupils with special educational needs was seen in art, mathematics, English, technology, modern foreign languages, history, geography and science. Policy and practice is well-developed in physical education and religious education. Although good progress has been made, departments have not yet developed fully schemes of work and resources to cater for the wide range of ability

to be found in the school.

153. Much has been done to raise the status of work in special educational needs and to improve its effectiveness. The best practice is of a high standard. There is now a need to ensure that this quality of provision is available to pupils across the whole curriculum.

#### 7.5 MANAGEMENT AND ADMINISTRATION

154. The school has clearly defined aims and these are developed in many of its policies, a significant number of which have been in place for some time.
155. The governing body is very active and supportive of the school and fulfils its legal responsibilities. It has four highly involved committees of all which meet regularly and have terms of reference. A recent proposal is the establishment of a steering committee, initially on a trial basis, composed of the chairs of the four committees and the headteacher, to act as a forum for examining longer term strategic issues. The school has in place an appropriate range of policies. Monitoring and evaluatory processes are in operation for many of them, with appropriate governor involvement.
156. The headteacher provides strong, considered and effective leadership and enjoys the support of the governing body, parents and staff. There is wide consultation by a committed senior management team through a sophisticated arrangement of middle management groups. This process involves all staff to a significant degree. The majority of these groups meet in directed time with minuted meetings and in some cases quite detailed terms of reference and action plans. Communication systems within the school are effective and processes are clearly understood. There is a weekly information bulletin and a central notice board for day to day communication. An annual calendar identifies meetings and school activities. There is a conscious attempt to spread the working load of individual staff. The school has recently submitted a portfolio of evidence for the investors in people standard. Communication with parents through the prospectus, individual letters and meetings is good. The comprehensive and detailed annual reporting system to parents works well.
157. The detailed school development plan identifies school priorities and informs the school budget. With governor involvement, objectives are monitored and evaluated against clearly defined success criteria. Consideration should be given to the formation of a more specific long term strategic plan, even though elements of such a plan are already in place through existing long term objectives and within individual policy documentation. The proposed committee of chairs of governors' committees

would constitute an appropriate for such long term strategic planning.

158. Agreed job descriptions exist for all staff, apart from the headteacher, and there is a clearly defined staffing structure which places great emphasis on individual professional responsibility. Job descriptions are reviewed regularly through line management review systems and the consequent setting of agreed individual action plans. In general, staff in positions of responsibility provide positive and effective leadership supported by the system of monitoring and evaluation.
159. The school's routine organisation and administration is effective and benefits from a staff handbook which informs all staff of agreed procedures and policies. Job descriptions are in place for non-teaching staff all of whom have clearly defined line managers. These staff make a positive contribution to the school and consequently to pupil achievement.
160. This is a school whose systems and structures ensure a clear understanding of management function and contribute positively to pupils' achievements.

## 7.6 RESOURCES AND THEIR MANAGEMENT

### 7.6 (I) TEACHING AND SUPPORT STAFF

161. The school is adequately staffed to deliver its current curriculum and, with 57.5 teachers, including the headteacher, its staffing is in line with the LEA notional allocation of 58.4 49% of the staff have first degrees plus a postgraduate certificate of education, 16% have a bachelor of education degree and 30% have a teacher's certificate only.
162. The match between teachers' qualifications and their teaching commitment is generally good, though there are difficulties in modern languages where some teachers are teaching a language in which they have not specialised. There is also non-specialist teaching in religious education and music and some temporary appointments in English. Standards in these subjects to a degree are adversely affected. The schools staffing structure and recruitment policy indicate an intention to address these deficiencies.
163. Nearly 60% of staff are over 40 years old, 21% are between 30 and 40 and 23% are under 30. This last figure is exceptionally high for the LEA. Almost 20% of staff have more than 20 years, service in the school, 64% have under 10 years service and 40% less than five years, again this last figure is exceptionally high for the LEA.
164. The school has a recruitment and staff development policy



that is based on its philosophy and aims and which stress professional autonomy and accountability. The induction programme is systematic and thorough, coping well with comparatively high staff turnover. Role counselling interviews, staff development discussions, career counselling, open references and regularly updated job descriptions for all staff except the headteacher are the main features of staff development. Many staff are successfully prepared for promotion in this and other institutions. Overall, staff development is a strength of the school and appraisal is well established and clearly documented. The school's involvement in the Investors in People programme is a natural development.

165. The average teaching load 73.9% is relatively low for the LEA. The average group size is 22.5 and is relatively high at Key Stage 4, though this does not appear to affect standards. The pupil teacher ratio is 16.3:1 which is within the normal range for the LEA.
166. Twelve non-teaching staff are deployed in teams; there is a bursar and three clerical assistants, three caretakers and five technicians, including a library assistant. These staff are included in the Investors in People programme and are, in general, effectively managed and deployed, though there is insufficient technician time for science. Non teaching staff make a valuable contribution to the life of the school.

#### 7.6 (II) RESOURCES FOR LEARNING

167. Resources are generally adequate and appropriately targeted to those curriculum needs identified by school and departmental objectives in the school development plan. Expenditure on books per pupil is on the low side when compared with the normal range for the LEA but this does not generally affect learning adversely though serious shortcomings were identified in science and religious education.
168. Capitation is allocated to departments partly on a formula which takes account of their varying resource needs. A similar amounts is distributed against needs identified through departmental development plans. Budgets and priorities are decided by the resource deputy in the light of agreed main school objectives. There are no detailed criteria for the distribution of these monies but there is close monitoring and evaluation of spending. There is some under resourcing in science, music, drama and religious education.
169. The library is adequately resourced and is well used by pupils, particularly at lunch times, though a large amount of this activity relates to homework and browsing and not to use as a learning resource. The stocking level is about 10 books per pupil; a comparatively high figure for the LEA. Most departmental stock is of an

appropriate range and level. Successful attempts have been made to provide a range of material to interest young readers and to support pupils with special educational needs through large print and simpler readers. The library is well managed by a teacher librarian with 10 hours of ancillary support. However, its use as a teaching base seriously limits its function as a learning resource.

170. The overall ratio of computers to pupils is about 9:1 and the school has a commitment within its development plan further to enhance cross-curricular information technology. There are some departments where access to computers is limited but the school is also addressing these deficiencies.
171. Good use is made of additional funds received and the school has a clear charging policy which conforms to national requirements.
172. The school has made considerable progress in evaluating its use of resources through its regular planning cycle.

#### 7.6 (III) ACCOMMODATION

173. The school is housed in modern buildings. Outside facilities include playing fields, an all weather pitch, tennis courts and some hard play areas. Parts of the building are in need of repair and the school has responded by establishing a three year plan for redecoration, refurbishment and maintenance which is in the process of being implemented.
174. Some areas including the main corridor, the mathematics and the English suites have been carpeted. The chemistry laboratory and a design and technology room were being refurbished at the time of the inspection. A further space was being converted to a workshop and a self-learning centre for modern languages was nearing completion. Other areas, such as the sports hall floor, have been targeted for improvement and a rolling programme for replacement of flat roofs and window frames is also under way.
175. Some repairs need immediate attention as they present risks to Health and Safety. Damaged netting round disused tennis courts should be removed and, in the food studies area, a ceiling in a poor state of repair requires attention.
176. Although departments are based in suited accommodation much teaching takes place in non specialist rooms, causing problems in some subject areas. In modern foreign languages teachers are not inclined to use audio/visual equipment which is difficult to transport;

in-service equipment is carried with risk of damage or injury, some English, mathematics and humanities teaching takes place at a considerable distance from resource bases. Dining room accommodation is unsuitable for floor work in dance and drama and the use of the library as a classroom limits its effectiveness as a learning resource base for the school. Non-specialist accommodation is used mainly when there are more teaching groups than specialist rooms. Occasionally this is because of timetabling problems. Sometimes limited access for wheelchairs determines room use.

177. A disabled toilet has been provided to accommodate boys in wheelchairs but no separate toilet facilities exist for the female pupil in a wheelchair.
178. Pupils help to keep the site free of litter by operating a daily litter rota under the supervision of tutors. The Director of Property Development oversees matters concerning the building, including Health and Safety. The school makes it clear that all staff are responsible for the care of the building and efforts are made to create a pleasant environment.
179. The overall quality of display is very good, in the public areas it effectively celebrates pupils' achievements in many areas of school life and in classrooms it gives a subject identity. Sometimes the purposes of display could be extended by relating it to work in progress and by illustrating process as well as product. In many areas display is a stimulus to learning and a motivation for pupils.

#### 7.7 PUPILS' WELFARE AND GUIDANCE

180. The school, as a whole, is largely effective in promoting pupils' welfare and in recognising this as the responsibility of all staff. Pastoral care is led and co-ordinated by a senior teacher and by a team of year heads. Form tutors and heads of years stay with their groups from Year 7 through to Year 11 thus ensuring that all pupils are well known. In general, pupils and parents have confidence in the system. It is possible, if a pupil fails to establish satisfactory relationships, for transfer to another tutor group to be arranged. Form tutors keep educational records and monitor progress by checking pupils' log books and by supporting the development of their Records of Achievement.
181. Tutors meet their groups daily in registration periods and in assembly. They also teach the personal and social education (PSE) programme, co-ordinated by the Director of PSE. The weekly double lessons take place at the same time throughout the school to allow flexibility of groupings and activities. The programme, developed by a

staff working party, covers a wide range of issues, involved invited speakers and is constantly under review. Written evaluations of particular modules by teachers who have used them, provide practical suggestions for immediate improvements. Further refinement of the programme is needed to make the overall structure and progression more apparent and to give it increased coherence. Study skills, currently taught in isolation as part of the PSE programme, need to be integrated into all curriculum areas. As form tutors are responsible for implementing the five year programme, it is particularly important that all staff have the opportunity to further their skills in guidance and counselling. The school has already highlighted this need for training.

182. The pastoral system is managed efficiently. The pastoral team of senior teacher (student development) director of PSE and heads of years meet fortnightly, joined on occasions by the directors of learning development and of recording and assessment. Meetings have clear agendas and are minuted. They include a documented training programme linked to the investors in people initiative. Heads of Year meet their year teams half termly. Agenda items are linked to priorities in the School Development Plan and staff are updated.
183. The school clearly recognises that effective pastoral care is closely allied to successful learning. Log books, which parents are required to sign weekly, are used to record homework assignments and pupils' targets. The log books provide a basis for regular review meetings between pupils and their personal tutors. The school intends to introduce individual action planning in an attempt to help pupils to set realistic targets for improvement. Departments are involved in subject review.
184. The governing body has policies on behaviour and discipline and on sex education. The implementation of the latter is currently under review in the light of recent legislation. The senior teacher for student development has responsibility for child protection procedures. Staff are aware of the procedures and training and guidance is being provided.
185. Vocational guidance is provided in PSE lessons in Years 9,10 and 11, and is supported by the LEA careers service and good links with local industries. The careers library is up-to-date and well used. Pupils are instructed in the use of computer software and other careers resources prior to option choices.
186. The school has adopted the LEA's model for a Health and Safety policy. A Health and Safety audit has been carried out and awareness raising on COSHH procedure and implications has been undertaken for all staff. Departments are in the process of writing Health and Safety policies into their documentation. Fire safety precautions and written procedures have been reviewed

recently and fire and evacuation documentation has been established. The school has also developed clear procedures in case of accident or illness and safety procedures related to school visits and holidays. The school has the services of a nurse each morning who contributes to the curriculum and to the welfare and guidance of pupils.

187. Overall formal and informal systems for pupils' welfare and guidance contribute positively to the quality of work and relationships in the school.

#### 7.8 LINKS WITH PARENTS, AGENCIES AND OTHER INSTITUTIONS

188. Good relationships have been systematically developed with parents, agencies and other institutions.
189. Pupils have every opportunity both during and after their high school education to use educational appropriate transition to further education, training and employment.
190. Parents are, on the whole supportive of the school and value the overall provision for pupils. They are encouraged to become involved with the PTA which is successful both socially and financially. The reporting system is good. Attendance at the AGM meeting is poor, but support for the year based parent/teacher meeting is very good.
191. Visits to contributory primary schools during the inspection strengthened the impression of good liaison. The arrangements for the transfer of pupils to the high school are well planned and effective. This liaison is carried on throughout the school life of the pupils. Good curriculum links exist with the primary schools in a range of subjects and is intended that this work be further developed.
192. Relationships with industry and commerce are well structured and progressive. Favourable reports are frequently received regarding pupils on work experience. Links with Post 16 education are well planned and effective. There are also strong links with all the essential services and with the local community.