

INSPECTION REPORT

THE TOYNBEE SCHOOL

EASTLEIGH

LEA area: Hampshire

Unique reference number: 116411

Headteacher: Mr D F Jones

Reporting inspector: Mr R Drew
7281

Dates of inspection: 3-7 April 2000

Inspection number: 186579

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
School address:	Bodycoats Road Chandler's Ford Eastleigh Hampshire
Postcode:	SO53 2PL
Telephone number:	02380 269026
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G S Pigney
Date of previous inspection:	8 January 1996

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PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

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Standards of attainment are high because teaching is good, pupils have very positive attitudes and the school assesses and monitors progress well.

Very good moral and social provision is made by the school, through policies and the example of staff; the strong 'inclusive' ethos created encourages maximum participation by pupils in school life.

There is very good management, which promotes high standards. This is because clear leadership is offered, good delegation occurs, governors are very effective and monitoring systems are strong.

A very good curriculum at both key stages offers all pupils extensive learning opportunities. This reflects a well-designed formal curriculum, greatly enhanced by many special features and added to by the excellent extra-curricular provision.

A range of subjects offer particularly strong provision, notably physical education, music, science, art, design and technology, German and English.

WHAT COULD BE IMPROVED

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Mathematics provision, while broadly matching many national norms, is not of the same high standard as most of the school's work. Teaching and management have significant scope for improvement.

A range of features across the curriculum, which currently operate at a broadly satisfactory level, are capable of improvement: literacy and numeracy provision is limited; use of homework lacks consistency; the management structures for co-ordinating general special educational needs provision and specific support for the visually impaired are less effective than they might be, and there are staffing pressures with special educational needs provision.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Toynbee School is an 11-16 comprehensive school serving parts of Chandler's Ford, Eastleigh and adjacent areas. While the overall socio-economic background of pupils is more favourable than the national one, the prior attainment of pupils is broadly average. Nearly 98 per cent of pupils are white; 5 per cent are eligible for free school meals, compared with 18 per cent nationally. About 16 per cent of pupils are on the special educational needs register, and 2 per cent have statements of special educational need: both figures being close to national averages. Since the last inspection, the number on roll has risen from 906 to 997. A new headteacher and deputy have been appointed and another deputy has acquired a headship elsewhere.

A visually impaired unit is on site, serving 14 pupils from several local education authorities. The school is also host to a class of 25 for pupils with severe learning difficulties from a nearby special school. Fifteen pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school with many strong features.

Teaching is good and management very good; value for money is very good; standards are above average at Key Stage 3 and well above at Key Stage 4. Pupils are mature and well behaved. Spending per pupil is broadly average.

What the school does well

- Standards of attainment are high because teaching is good, pupils have very positive attitudes and the school assesses and monitors progress well.
- Very good moral and social provision is made by the school, through policies and the example of staff; the strong 'inclusive' ethos created encourages maximum participation by pupils in school life.
- There is very good management, which promotes high standards. This is because clear leadership is offered, good delegation occurs, governors are very effective and monitoring systems are strong.
- A very good curriculum at both key stages offers all pupils extensive learning opportunities. This reflects a well-designed formal curriculum, greatly enhanced by many special features and added to by the excellent extra-curricular provision.
- A range of subjects offer particularly strong provision, notably physical education, music, science, art, design and technology, German and English.

What could be improved

- Mathematics provision, while broadly matching many national norms, is not of the same high standard as most of the school's work. Teaching and management have significant scope for improvement.
- A range of features across the curriculum, which currently operate at a broadly satisfactory level, are capable of improvement:
 - literacy and numeracy provision is limited;
 - use of homework lacks consistency;
 - the management structures for co-ordinating general special educational needs provision and specific support for the visually impaired are less effective than they might be, and there are staffing pressures with special educational needs provision.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very marked improvement since the last inspection. Improvement is part of the school's approach on all matters, and it involves staff and governors, parents and pupils in the process very successfully. Of the key issues listed at the last inspection, it has succeeded in raising Key Stage 4 attainment; there is now a very good match of tasks to the needs of pupils; monitoring is of a high quality; and the new systems for good management by governors, heads of department and senior management team work well. The school has also made good progress in promoting pupils' independent learning. The Act of Worship requirements remain unmet. In addition, teaching quality has improved, with 94 per cent of lessons being judged satisfactory or better on this occasion, compared with 80 per cent in the previous inspection.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE	A	A	A	B	well above average A above average B average C below average D well below average E

In the core subjects - English, mathematics and science - at Key Stage 3, the collective standards were well above average in 1997 and 1998, and above in 1999. Compared with schools in the same free school meals category, standards are below average. At the end of Key Stage 4, standards have been consistently well above the average for all schools nationally and above the average for similar schools. These results are very creditable, given that pupils' attainment is no more than average when entering the school. In addition, in most years, the Key Stage 3 comparison with similar schools is also favourable, with 1999 running counter to existing trends. The school sets challenging targets for both key stages and is making good progress towards its current ones.

When current pupils' work in all subjects is considered, the collective standard for Key Stage 3 is above average. For some subjects, it is well above average, particularly in science and music. At Key Stage 4, standards overall are well above average, and this is particularly true in English, design and technology, music, physical education, German, science and art.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive in the vast majority of lessons. They are considerate. Their interest in the activities on offer is excellent.
Behaviour, in and out of classrooms	Behaviour in lessons and around school is good, and exclusions are low.
Personal development and relationships	Pupils show a strong awareness of their own needs and those of others. They are very quick to use their initiative and take responsibility; relationships in the school are very good.
Attendance	This is good. Overall attendance is above average and unauthorised absence is very low.

Overall, pupils are very constructive in their attitudes to school and this has a marked beneficial effect on their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons overall	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is another strength of the school. Overall it is good, and much is very good. Teaching was found to be satisfactory or better in 94 per cent of lessons seen; this includes teaching which was excellent in 4 per cent of lessons, very good in 30 per cent, good in 38 per cent, satisfactory in 21 per cent, and less than satisfactory in 6 per cent. Key Stage 3 and Key Stage 4 display much the same overall pattern. Teaching is particularly good in physical education, music, science, art and design and technology. It is less successful in mathematics, where teachers' expectations are generally not as high as in the school as a whole.

Teaching is very successful in the way that so many teachers have higher than usual expectations of their pupils. The constructive way they manage pupils is another strength. Some teachers are inconsistent in their setting of homework and, in general, literacy and numeracy skills are not well taught. Pupils learn very effectively. They show strong interest and commitment in the great majority of lessons. They concentrate well, work effectively with other pupils and are more aware of their strengths and weaknesses than in most schools.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good at both key stages. All statutory requirements are met and there are many features which enrich the taught curriculum for both high- and low-attaining pupils, as well as an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Current provision is very good. Pupils' needs are well diagnosed; there is extensive in-class support and special curricular provision at Key Stage 4; and pupils with visual impairment have specialist support. There is evidence of a need to modify management structures and staffing in order to sustain or improve provision in future.
Provision for pupils with English as an additional language	Insufficient evidence to make a judgement
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual and cultural development are good, while provision for moral and social development is very good and in some respects excellent.
How well the school cares for its pupils	Very good. The school's arrangements for pastoral and academic support are very well organised, and staff make these systems work well through their care and sustained effort. Child protection arrangements are very good.

These aspects of the school's provision collectively ensure an unusually rich range of opportunities for pupils, whatever their interests and aptitudes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior and middle managers give well thought-out, clear and consistent messages to pupils and parents about the school's aims and how it intends to meet them. There is a very strong sense of direction and good teamwork. Leadership of subject departments is generally very good, but management of mathematics is not of the same high standard.
How well the governors fulfil their responsibilities	Governors are far better informed and more active in their strategic role than is commonly found.
The school's evaluation of its performance	Planning and monitoring are of a very high standard. The school's needs are effectively evaluated and very successful strategies are put in place to ensure that improvement takes place. The process of evaluation and action involves commendable delegation to staff at various levels.
The strategic use of resources	Financial matters are handled efficiently and funding is allocated to wisely identified priorities in the school improvement plan. "Best Value" principles are very effectively applied by the school in all aspects of its work

Leadership and management are great strengths of the school. The management team has brought about very good improvements since the last inspection, and have the capacity to ensure further progress where improvement is still necessary.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> the degree to which their children like school the way the school expects their children to work hard and achieve their best the wide range of interesting activities outside lessons the approachability of the school the progress their children make at school 	<ul style="list-style-type: none"> homework arrangements the degree to which parents are kept informed about their children and general liaison between home and school the behaviour of some pupils

Inspectors agree that the strengths identified by parents are all very positive features of the school. They note the unusually high level of support for these views. They also find that homework arrangements are not followed sufficiently closely by some teachers. Greater consistency is possible. Of the other areas in which parents seek improvement, the inspectors' judgement is that by national standards the school provides good information to parents and better than average scope for parental involvement. The behaviour of some pupils could be improved but, for the school as a whole, the attitudes and behaviour of pupils are strengths of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are high because teaching is good, pupils have very positive attitudes and the school assesses and monitors progress well.

1. At the end of Key Stage 3, overall standards are above the national average, and in some years and certain subjects well above average. An even stronger picture is found at Key Stage 4, where GCSE results and the findings of the inspection confirm that the standards are collectively well above average every year, and better than the average for schools in the same free school meals category. Since the pupils' attainment on entry is not significantly different from the national profile, this represents good progress across Key Stage 3, followed by equally good progress over Key Stage 4.

2. At Key Stage 3, standards are particularly high in science and music, while at Key Stage 4 these two subjects are again prominent, along with physical education, design and technology, art, English and German.

3. An average of 62.6 per cent of the school's candidates have gained five or more A* to C passes in the last three years, compared to 44.8 per cent for the country as a whole.

4. In the last few years, it is also noticeable that able pupils are encouraged to strive for the highest grades and succeed in doing so at both key stages. At Key Stage 3, the school regularly has two or three per cent more pupils achieving levels 7 and 8, the two highest levels, than is found nationally, while at GCSE, the A* and A grades of the school amounted to 16 per cent compared to 12 per cent nationally in 1999.

5. Teaching for the school as a whole is good, with 94 per cent of the lessons seen being satisfactory or better. Indeed, a significant proportion of teaching, 35 per cent, is very good or excellent, and about 38 per cent is good. Teachers are particularly good at setting high expectations in lessons, establishing good relationships with pupils and creating opportunities for pupils to work independently or in groups. In a Year 7 religious education lesson, for example, pupils were challenged to go beyond merely describing, and were asked to explain the symbolism used in Sikh ceremonies. In a very well taught Year 10 English lesson on characterisation in plays, pupils were guided into taking a great deal of responsibility for their own learning, as well as being taught directly with clear exposition.

6. Monitoring of attainment and personal development is highly developed at whole-school level. It is also a marked feature of most of those subjects producing the best results at both key stages. A great many teachers are using the extensive data generated by the assessment co-ordinator most effectively: their day-to-day and longer-term records show a detailed knowledge of the strengths and weaknesses with which pupils entered the school. Lesson plans, the general pitch of the lessons and the support and challenge for individuals reflect good use of target setting. Pupils get many opportunities to assess their own work and that of their peers. As a result, they are more familiar than in most schools with the levels or grades they should aim for, and what they should do to achieve them. Tutors and year heads are more systematic and persistent than usual in recording pupils' personal and academic progress and in sharing this information with those who need to know it.

Very good moral and social provision is made by the school, through policies and the example of staff; the strong 'inclusive' ethos created encourages maximum participation by pupils in school life.

7. A very successful ethos pervades the school, summed up by its mission phrase: 'personal best'. The stated aims of the school are particularly prominent in classrooms and corridors, as well as in formal policy documents. They place great stress on expecting the best each pupil can achieve both in studies and in the rest of school life. They emphasise the need to provide for all pupils in school life and for others' needs to be consistently taken into account. Equally strongly, school policy promotes the need for pupils to participate and to opt into activities and lessons. Behaviour based on honesty, trustworthiness and respect is promoted.

8. The school not only states these aims with unusual clarity and prominence, it also provides a formal and informal curriculum and a community life which exemplifies and encourages these principles. The personal and social education programme, work-related learning programme, special educational needs provision, integration of pupils with visual impairment, and the hosting of a class from a nearby special school, all give the same 'inclusive' message. Subjects deal more often with moral themes than is common: slavery and child labour in history, environmental management in science, global inequalities in geography, 'blackmail,' relationships and social structures in literary texts.

9. More important in many ways are the structures and day-to-day attitudes which indicate that the pupils matter. Year and school councils are very well organised and allow pupils to voice their opinions and the opportunity to bring about actual change. For instance, pupils have landscaped parts of the school grounds and are allowed inside school at all times, concessions which they appreciate. The scope for participation in lessons is very high: independent work, paired and group work as well as whole-class question and answer sessions are more frequent than usual. Extra-curricular activities are both remarkably extensive in range and also of a very high quality, and they allow pupils tremendous scope for participation. In music, for example, over 250 pupils out of 1000 on roll have individual instrumental lessons, while the choir has given pupils the chance to sing at international festivals with the world's best. In physical education, the 'Blind Cricket' sessions offer sighted and partially sighted pupils and adults a rare opportunity to understand each other's worlds.

10. Staff also act as good role models: they demonstrate the moral and social principles by which pupils should operate. For their part, pupils respond to all this opportunity and example with great enthusiasm. They take initiative in lessons, and participate actively in great numbers in the activities on offer. Many show strong commitment in the time and effort they give.

There is very good management, which promotes high standards. This is because clear leadership is offered, good delegation occurs, governors are very effective and monitoring systems are strong.

11. Leadership and management are strengths of the school. The headteacher and other key staff give the school a very clear sense of educational direction. This is encapsulated in the well-defined aims of the school, but, crucially, these aims are turned into fine practice by a range of mechanisms. Firstly, the planning for improvement is effective in that it identifies the crucial areas for change. Realistic action follows and then, finally, monitoring is thorough and influences practice. As a result, the amount of beneficial change since the last inspection has been impressive. A particular strength of management

is delegation: substantial tasks and on-going responsibilities are shared amongst senior managers, and some whole-school responsibilities, such as assessment co-ordination and community links, are also shared amongst middle management. Indeed, staff with no formal, paid responsibility posts are given many opportunities to contribute to aspects of management which affect their departments or the school as a whole.

12. Monitoring of teaching and learning has been particularly well managed, both at whole-school and departmental levels. Senior managers have observed a great many lessons, giving constructive, analytical feedback, praising strengths and requiring improvement where appropriate. Heads of department have also supported and challenged their colleagues by observation and scrutiny of pupils' work and results. Peer monitoring by teachers is also well developed in many departments. As a result, teachers and managers have an unusually clear view of what constitutes good teaching, where it is found, and how it might be disseminated. Much support and advice have been given where teaching was found to have weaknesses. The impact on teaching quality has been to raise the proportion of lessons in which teaching was satisfactory or better from 80 per cent in 1996 to 94 per cent four years later.

13. A significant factor behind good management in the school is the very effective work of the governing body. The guidance it offers, opportunities it has made and plans it suggests provide the school with a far better strategic overview than is usually found. This stems from the considerable amount of time spent in contact with staff and pupils by some governors, especially through visits into school by the chair of governors, the special educational needs link governors and others, and through the extensive programme of presentation by subject heads of department to the governing body. In addition, governors are extremely successful in keeping themselves informed about all aspects of their business, and are willing and able to engage in regular dialogue with the senior management team about medium- and long-term objectives. Underpinning this effective role is the well-organised sub-committee activity, which was introduced about the time of the last inspection, and which has allowed governors to focus on issues and build up expertise but has also kept the momentum of change going between formal meetings.

A very good curriculum at both key stages offers all pupils extensive learning opportunities. This reflects a well-designed formal curriculum, greatly enhanced by many special features and added to by the excellent extra-curricular provision.

14. The school offers pupils a very good range of opportunities for both formal study and informal learning. At both key stages, the curriculum meets all statutory requirements, but it goes beyond this in very many ways. There is enhanced breadth through features such as alternative GCSE choices, for example media studies, the well-developed personal and social education programme, NVQ courses, the work-related learning project and the additional one-day events and long-term courses provided for "gifted or able and talented" (GOAT) pupils. There is excellent access to the curriculum for pupils of every background, partly because of these enhancements, but also as a result of the very extensive and specialised provision for pupils with special educational needs, including pupils with visual impairment.

15. Further strengths in the formal curriculum come from very good links with partner schools and with the wider community. The school has most effective liaison arrangements with local primary schools and post-16 institutions. The concept of a limited amount of primary school work coming in a folder with pupils entering Year 7 is good, but not unique; however, the way this is used - displayed in classrooms, fed into class teachers' initial assessments of pupils, guiding aspects of curricular planning - is far better than commonly

found. The links with the community are especially good, because of the high quality and wide range of links.

16. Parents, pupils and staff are rightly proud of the extra-curricular activities offered by the school. These are particularly extensive, imaginative and of high quality. For example, in sport, the school is nationally recognised for success at basketball, cross-country and the biathlon. In music, the school's choir is respected regionally and internationally. Religious education and physical education have combined imaginatively to offer a 'Gym and Dance' initiative, while the drama department regularly puts on high quality productions, often in collaboration with music and dance. In history, pupils have extended topics from lessons, with extra-curricular research on the personal history of local residents during the wars. A great number of visits are undertaken by many departments, with extensive exchange arrangements with French and German pupils.

17. The emphasis is on participation by all pupils and take-up is very high. It includes many high attaining pupils, many lower attainers, and successfully integrates sighted and visually impaired pupils.

A range of subjects offer particularly strong provision, notably physical education, music, science, art, design and technology, German and English.

18. While there are strengths in all aspects of the school's work some subjects are particularly successful. However, all those listed above combine a range of strengths so that their impact on pupils is particularly beneficial. All have above average management and in science, music, physical education and German there is very good organisation, clear leadership and very high expectation of pupils. In many of these subjects and in design and technology and art the teaching is characteristically very good, partly reflecting effective monitoring and support by heads of department. Standards of attainment are consistently above average in all of these subjects as a result of good teaching, the well designed curricula and the thorough use of assessment data to set high targets for pupils and classes.

WHAT COULD BE IMPROVED

Mathematics provision, while broadly matching many national norms, is not of the same high standard as most of the school's work. Teaching and management have significant scope for improvement.

19. The standards achieved by pupils in mathematics are not as good as those the same pupils tend to achieve in other subjects. Most noticeably, at the end of Key Stage 4, mathematics results in GCSE match the national average, when those in science, English and many other subjects are well above average. In 1999, for example, the percentage of candidates gaining A* to C passes was 45.5 in mathematics (national average 45.6 per cent), compared with 69.6 per cent in English, (national average 55 per cent), 66.7 per cent in design and technology (national average 49.3 per cent), and 71 per cent in art (national average 61 per cent).

20. Results at the end of Key Stage 3 are above the national average and this represents good added value, since the pupils enter the school with broadly average attainment levels. In 1997, for example, the school helped 71 per cent of pupils attain level 5 or above, well above the national average of 58 per cent. However, the same pupils, two years later, only just managed to equal the national score when taking GCSE.

21. While teaching and management are broadly average compared with national standards, they lack the consistently strong practice to be judged good or very good, unlike so many other departments in the school. For example, there is less evidence of effective monitoring of teaching and peer observation in the mathematics department, and more evidence of homework used intermittently. Assessment data is as good as anywhere in the school, but is less successfully integrated into day-to-day target-setting by teachers and the strong culture of high expectations found elsewhere in the school. The recent decision to change the resource for the Key Stage 4 scheme of work appears to have had a positive effect but needed to have been taken earlier.

A range of features across the curriculum, which currently operate at a broadly satisfactory level, are capable of improvement: literacy and numeracy provision is limited; use of homework lacks consistency; the management structures for co-ordinating general special educational needs provision and specific support for the visually impaired are less effective than they might be, and there are staffing pressures with special educational needs provision.

22. Current provision for pupils with special educational needs, including those with visual impairment, is good, but management structures and staffing levels are not strong enough to sustain this position. The work of the special educational needs co-ordinator and the head of the visual impairment unit in the school has evolved and expanded within the last two or three years, to the great benefit of the pupils concerned and the school as a whole. It is now difficult for the special educational needs co-ordinator to co-ordinate actively the day-to-day work of learning support assistants, plan jointly with subject specialists and oversee the admirable work-related curriculum others have set up. Learning support assistants (LSAs) are of good quality, but are sometimes involved too extensively in English and literacy teaching, when subject specialist teachers are required. LSAs can then collaborate, rather than replace them.

23. The area of special educational needs concerned with visual impairment provides very effective mainstream schooling for 14 pupils, but it is housed separately and to a large extent is separately managed. While this has allowed the unit to meet specific visual impairment needs well, there is a degree of detachment from the special educational needs department and the school's overall pastoral system, and this limits opportunities for professional co-operation between staff. For some pupils, their varied individual needs require a stronger, more tightly co-ordinated, whole-school response. The school does not yet have in place the management structures to ensure that all aspects of the visually impaired pupils' education are met in a coherent and mutually planned way.

24. Similarly, literacy and numeracy, as well as the use of homework, are features which support pupils' learning across the whole curriculum. They are broadly in line with the quality of provision nationally, but less impressive than the general standards in this school. Homework is used well by most staff, but sufficiently irregularly set and marked by others to warrant the concern voiced by parents and reinforced by pupils. Literacy and numeracy teaching are only recently established, and while subjects have a policy and a degree of regular literacy practice there is less emphasis in lessons than some pupils require: explaining keywords and concepts or reading appropriate extracts of text are only rarely used. Numeracy policy and practice are further behind, and more opportunities are missed here than in literacy to reinforce basic number-handling skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The school should:

- (1) Take all possible steps to improve provision and standards in mathematics, particularly at Key Stage 4.
(see paragraphs 19, 21)
- (2) Across the curriculum as a whole:
 - ensure literacy and numeracy skills are effectively integrated into teaching;
(see paragraph 24)
 - improve the consistency with which homework is set,
(see paragraph 24)
 - invest in clearer management structures and enhanced staffing in special educational needs provision, including visual impairment, so as to retain the current good provision.
(see paragraphs 22, 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	30	38	21	4	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	997
Number of full-time pupils eligible for free school meals	49

Special educational needs	Y7– Y11
Number of pupils with statements of special educational needs	21
Number of pupils on the school's special educational needs register	231

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	91.8
National comparative data	91.0

Unauthorised absence

	%
School data	0.3
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	102	88	190

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	51	71	68
	Girls	66	63	63
	Total	117	134	131
Percentage of pupils at NC level 5 or above	School	62	71	69
	National	63	62	55
Percentage of pupils at NC level 6 or above	School	24	43	33
	National	28	38	23

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	54	74	77
	Girls	68	65	70
	Total	122	139	147
Percentage of pupils at NC level 5 or above	School	64	73	77
	National	64	64	60
Percentage of pupils at NC level 6 or above	School	36	41	35
	National	31	37	28

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	90	89	179

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	47	85	89
	Girls	56	88	89
	Total	103	173	178
Percentage of pupils achieving the standard specified	School	58	97	99
	National	46.3	90.7	95.7

GCSE results		GCSE point score
Average point score per pupil	School	45
	National	37.8

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	4
Pakistani	
Bangladeshi	
Chinese	5
White	976
Any other minority ethnic group	8

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	64
Number of pupils per qualified teacher	15.6

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	25
Total aggregate hours worked per week	626

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78
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Average teaching group size: Y7 – Y11

Key Stage 3	24
Key Stage 4	22

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	19	2
Other minority ethnic groups		

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/1999
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	£
Total income	2,244,746
Total expenditure	2,210,816
Expenditure per pupil	2,301
Balance brought forward from previous year	35,499
Balance carried forward to next year	69,429

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	997
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	51	6	2	0
My child is making good progress in school.	40	49	5	0	6
Behaviour in the school is good.	21	59	12	1	6
My child gets the right amount of work to do at home.	14	59	22	4	0
The teaching is good.	23	60	6	2	8
I am kept well informed about how my child is getting on.	20	48	23	6	2
I would feel comfortable about approaching the school with questions or a problem.	44	44	9	1	2
The school expects my child to work hard and achieve his or her best.	53	43	4	0	0
The school works closely with parents.	20	54	18	7	2
The school is well led and managed.	25	54	7	4	9
The school is helping my child become mature and responsible.	30	57	10	2	1
The school provides an interesting range of activities outside lessons.	34	53	2	4	7