

# INSPECTION REPORT

**SIMON LANGTON GIRLS' GRAMMAR  
SCHOOL**

Canterbury

LEA area: Kent

Unique reference number: 118840

Headteacher: Mr A G Stanton

Reporting inspector: Mr T M Jardine  
12890

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 187710

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Grammar (Selective)

School category: Voluntary Controlled

Age range of pupils: 11 to 18 years

Gender of pupils: Female

School address: Old Dover Road  
Canterbury  
Kent

Postcode: CT1 3EW

Telephone number: 01227 463711

Fax number: 01227 458363

Appropriate authority: The governing body

Name of chair of governors: Miss H Nightingale OBE

Date of previous inspection: April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12890	Mr T M Jardine	Registered inspector
09446	Ms H Griffiths	Lay inspector
24127	Mr J W Kidd	Team inspector
01240	Mr J King	Team inspector
05693	Dr B Smith	Team inspector
03731	Mr W Robson	Team inspector
22501	Mrs S Jones	Team inspector

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset  
TA8 1AN

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Simon Langton Girls' Grammar School is an 11-18 school situated in Canterbury, Kent. It is about average in size with a total of 1034 girls, 257 in the sixth form. The proportion of minority ethnic pupils is average. Although the proportion of pupils who speak English as a second language is above average nearly all are fluent in English. The percentage of pupils with special educational needs is well below average; their main needs are emotional and behavioural, physical, dyslexia and hearing impairment. None has a statement of special educational need. Pupils' attainment on entry to the school in Year 7 is well above average. Since the last inspection enrolments have risen by about eight per cent and the size of the sixth form by thirteen per cent. The inspection included a detailed inspection of its provision for pupils with special educational needs.

### **HOW GOOD THE SCHOOL IS**

Simon Langton Girls' Grammar School is a very effective school. Pupils' achievements are very good and their attitudes, behaviour and personal development are excellent; the quality of teaching is very good and the leadership and management good. It provides very good value for money and the cost effectiveness of the sixth form is very good.

#### **What the school does well**

- The sixth form provision helps pupils to achieve high standards, to become mature and to develop a social conscience
- Teaching and learning of very high quality help pupils to reach very high standards of attainment
- Outstanding social and moral provision enhances the excellent relationships, attitudes and behaviour of pupils and contributes to their achievements
- Standards of attainment are very high

#### **What could be improved**

- Results in the National Curriculum tests at the end of Year 9 compared to other grammar schools
- The provision of learning resources
- Accommodation for English, design and technology, history, geography and modern foreign languages

*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 improved well since it was last inspected in April 1996. Results for the National Curriculum tests at the end of Year 9 and the average GCSE points score per pupil have improved albeit at a rate below that of the national results but have remained very high. The average A/AS-level points score of candidates entered for two or more subjects has remained well above the national average. The overall quality of teaching has improved from good to very good. Good progress has been made with most of the key issues. The proportion of A\* grades in mathematics and English has improved and now matches the average for grammar schools in mathematics but is below average for grammar schools in English. Teachers now provide good planned opportunities for pupils with special educational needs and those with exceptional ability. Tutors follow the guidelines and procedures for pastoral support. Procedures for registration are effective and the recording of pupils' attendance in lessons and their whereabouts at other times are now secure. Apart from the provision of a daily act of collective worship, the legal requirements that were not met have been rectified.

## STANDARDS

The table shows the standards achieved by 16 and 18-year-olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A*	A*	A*	E
A-levels/AS-levels	A	A	A	

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils make very good progress throughout the school. They are recruited from the top 25 per cent of ability in Year 7 and by the end of Year 9 their results place the school in the top five per cent of attainment compared with all schools nationally where they stay until the end of the sixth form. Pupils from minority ethnic backgrounds achieve as well as others although their achievement is not separately monitored.

GCSE results have been consistently in the top five per cent for all maintained schools. The overall improvement is at a rate below the national trend. In 2000, GCSE results based on the average points score per pupil were well below average for grammar schools because pupils take only nine subjects, fewer than normal. If pupils took another half GCSE and obtained the same standard their results would match the average for grammar schools. In 2000, compared to other grammar schools, an above average proportion of pupils obtained five or more grades A\*-C and a well above average proportion of pupils obtained higher grades (A\*-C) in English and mathematics. Although the proportion of pupils obtaining higher grades in science was only average compared to other grammar schools, over 30 per cent obtained an A\* grade. The school's targets for the proportion of pupils gaining five or more A\*-C grades at GCSE and the average points score in 2001 are appropriate.

A-level results based on the total average points score have been consistently well above average.

Compared with all maintained schools, results in the national tests for English, mathematics and science for 14-year-olds have been consistently in the top five per cent. The test results in 2000 were below the average for grammar schools and were not high enough.

Pupils respond to the very high expectations of teachers by producing work, much of which is of an excellent standard. This is consistent with the most recent examination results. The high standard of literacy enables pupils to produce extensive written work in a range of subjects. Pupils take an active part in class discussions, carry out presentations smoothly and are prepared to ask penetrating questions of teachers in all subjects due to their high level of confidence and articulate nature. The high standard of imaginative and creative work is particularly evident in art and textiles and in the presentation of work in all subjects. Standards of literacy and numeracy are very high. Some of the work in A-level design and technology lacks adequate challenge.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: pupils hold very positive attitudes to learning
Behaviour, in and out of classrooms	Excellent: behaviour in lessons is exemplary
Personal development and relationships	Excellent: pupils have very great respect for the values, feelings and beliefs of others. Relationships among pupils and between pupils and adults are excellent
Attendance	Very good: unauthorised absence is well below average

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Very good	Very good	Very 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.*

The overall standard of the teaching was very good. Of the 69 lessons seen the teaching was excellent in 13.6 per cent; very good in 42 per cent; good in 24.6 per cent; satisfactory in 17.4 per cent and unsatisfactory in 2.9 per cent.

The overall quality of teaching in Key Stages 3 and 4 was very good in English and science and good in mathematics. Examples of excellent teaching were seen in English, mathematics, science, history, Spanish and textiles.

Such a high standard of teaching is characterised by a number of good features. Teachers' high degree of subject expertise and their enthusiasm for their subject inspire pupils to try their best. Excellent relationships between keen pupils and teachers create an atmosphere in which pupils' confidence is raised and learning thrives. Challenging tasks that make pupils think carefully about the work helps them to learn by themselves. Effective teaching methods that capture the interest of pupils and require them to take an active part in lessons help maximise learning. Homework is set regularly and is well used to prepare for forthcoming lessons, to reinforce work done in class and to develop independent learning. The unsatisfactory teaching was due to lack of challenge and to an approach that was too abstract to capture the interest of the class. A major factor in pupils' progress is their willingness to learn and ability to concentrate for long periods. In class, teachers take due account of the individual needs of pupils with special educational needs. Withdrawal teaching for pupils with special learning difficulties is good and helps pupils to organise their ideas and develop their study skills. The lack of relevant hardware and software in subject areas means that pupils' information and communication technology skills are not fully developed in all subjects. Literacy is effectively taught across the curriculum in most subjects. Likewise numeracy is well developed in mathematics and in other subjects such as science, geography and design and technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: a very good range of learning opportunities for pupils is provided, especially in Years 7-9 and in the sixth form. In Years 10 and 11 the curriculum does not meet legal requirements because some girls do not study design and technology.
Provision for pupils with special educational needs	Good: pupils have equal access to the curriculum and make similar progress to other pupils. Their progress is effectively assessed at least annually. Individual education plans help teachers take account of pupils' needs although the absence of targets makes it more difficult to monitor pupils' progress. Initial identification of the needs of pupils with specific learning difficulties is often too slow, so that support is not provided quickly enough.
Provision for pupils with English as an additional language	Unsatisfactory: the one pupil involved was not receiving support at the time of the inspection but had done so in the past.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: opportunities for moral and social development are excellent. Opportunities are missed within subjects to develop pupils' understanding of the cultural diversity of British society.
How well the school cares for its pupils	Good: child protection procedures are effective. New guidelines have been adopted, key personnel trained, and further training begun. Procedures for ensuring pupils' welfare, including the monitoring of pupils' personal development, are effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher provides clear direction for the school and is ably supported by his senior staff. Leadership of the sixth form and pastoral matters are particularly good. There is a focus on school improvement. Excellent working relationships and a commitment to equal opportunities are strong features.
How well the governors fulfil their responsibilities	Good: governors are very supportive of the school whilst still holding the headteacher and senior management to account. They know the strengths and weaknesses of the school. Legal requirements are met apart from the provision of a daily act of collective worship, the policy for special educational needs (SEN) requires updating and some pupils do not study design and technology in Years 10 and 11.
The school's evaluation of its performance	Good: observation of teaching and teacher appraisal are well established, teachers have at least one objective for their performance that relates to their pupils' progress and examination data are carefully analysed. There is increasing use of the analysis of data and target setting to improve the performance of the school.
The strategic use of resources	Good: the school development plan forms the basis for planned expenditure. Financial management is good overall. Most of the accommodation is at least adequate but the 14 huts at the rear of the building are a health and safety concern and do not provide an environment conducive to learning. The library is under funded and its role is underdeveloped. There are few computers in subject areas and access to overhead projectors in some subjects limits teaching styles. The principles of best value are applied well.

The SEN policy statement provides insufficient information about the processes of assessment of pupils, identification of their needs, the allocation of resources, criteria for evaluating success and the complaints procedure. In addition the roles of the SEN coordinator and the SEN manager need clarifying.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Girls are expected to work hard</li> <li>• Girls make good progress</li> <li>• Helps girls become mature and responsible</li> <li>• Girls like school</li> <li>• The teaching is good</li> <li>• Girls' behaviour is good</li> </ul>	<ul style="list-style-type: none"> <li>• Working closely with parents</li> <li>• Information about how daughter is getting on</li> <li>• Pressure of homework</li> </ul>

In their written comments and in response to the questionnaire parents were very supportive of the school. They were particularly pleased with the quality of the teaching, with the good progress made by their daughters through hard work and the way the school helps their children to become mature and responsible. Some parents did not feel well informed about their children's progress and felt that their children had too much homework. The findings of the inspection support the parents' very positive views of the school. The quantity of homework was found to be acceptable. Information about pupils' progress was found to be satisfactory: recent changes are likely to improve the arrangements for monitoring pupils' progress and communication with parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The sixth-form provision helps students to achieve high standards, to become mature and to develop a social conscience**

1. The sixth form has a very good academic record and is very cost effective. A-level results have been consistently well above the national average and above average compared to other grammar schools. Eleven students have had offers of places from Oxford or Cambridge universities this session. The overall standard of attainment seen in classes during the inspection was very high. The very high proportion of Year 11 pupils who stay on and the very high proportion who gain places at university illustrates the success of the sixth form. Students praised the standard of teaching, the degree of support and the range of opportunities available to them. As one student said 'the buildings are not that great but the people are'.
2. The sixth-form curriculum offers a very broad choice of 24 Advanced Supplementary (AS) and A-level subjects. Students study a programme of key skills, mainly integrated into AS subjects, in an attempt to develop their study skills and help them work independently. A general education programme, organised with the boys' grammar school, includes a range of topics that broadens students' horizons such as current affairs, sport, music making and Greek drama. Although the curriculum does not include any vocational subjects, pupils do have a chance to undertake work experience. Students' experience is extended and their horizons broadened by taking part in a wide range of opportunities outside school such the Young Scientist of the Year award and the Young Enterprise scheme. Sixth-formers take the lead in the wide range of opportunities designed to develop students social and morally.
3. Students are given extensive support by their tutors. They are inducted into the sixth-form in the July before they join. Their academic work, attendance and progress are monitored half termly which tells them how well they are getting on and what to do to improve. All students are given extensive help with higher education applications and careers advice and specific help is given to students who are interested in courses with special entry requirements, such as Oxbridge, veterinary science and medicine. The very good sixth-form accommodation consists of a very large common room, a careers room with a comprehensive library of university prospectuses, spaces for private study and computers that will soon be connected to the Internet.

#### **Teaching and learning of a very high quality help pupils to reach very high standards of achievement**

4. The main reasons for the very high standards of achievement are the combination of very good teaching and the highly cooperative attitudes and excellent behaviour of the pupils. Together they form an environment in which learning is maximised and pupils are encouraged to reach their potential.
5. A Year 13 textiles lesson was excellent in every way. Students displayed very high standards and showed great imagination and well-developed research skills. One student had designed a 'collection' based on underwater imagery using an extraordinary range of materials. The students had been taught to a very high level of technical skill and had the confidence to take responsibility for their own work. The teacher built on these qualities allowing the students to work independently whilst providing highly effective individual tutorial support.
6. A Year 10 art class showed a staggering variety of responses that revealed considerable imagination and versatility. Pupils' sketchbooks bristled with ideas and

studies of artists from current and former times. Pupils wrote very well about their work and drawing and investigative work is of a very high standard. Such high standards had arisen from an inspirational educational visit made by the class to the Tate gallery to enable pupils to develop their ideas. The teaching was mainly based on individual support and guidance that enabled pupils to overcome difficulties. Pupils were able to discuss their own and others work articulately. They have made enormous progress in developing their knowledge and understanding of twentieth-century sculpture throughout the project.

7. A Year 13 physics class concentrated very well and rose to the challenge set for them by the teacher. The very well planned lesson began by telling the students what they would be expected to learn and then checked that they knew the names of the relevant particles and the forces acting upon them. The teacher gave an animated introductory lecture on the stages in the creation of the universe and referred to a recent educational visit made by the pupils. Her good knowledge of the subject helped her answer students' questions clearly and made reference to examples from their experience that helped them understand the topic. Students were set to complete a challenging exercise on the stages in the creation of the universe using the Internet and a textbook. They worked with application and perseverance and showed very good progress in their knowledge and understanding of the topic.
8. A Year 9 mathematics class showed great enthusiasm and concentration when completing a large number of examples of quadratic equations. Pupils used their initiative and intellect to decide how to tackle the examples. The teacher began by teaching the principles involved very clearly and then gave the class a large number of examples to solve in a relatively short time. The pupils responded by working very quickly and accurately. Pupils' behaviour was exemplary throughout the lesson. The teacher stressed the use of the correct technical terms such as equation, expression and coefficient, which developed pupils' literacy. The lesson ended with a brief review of the main points, which showed that the pupils had made rapid progress during the lesson.
9. A very well planned and structured dance lesson made very good use of time and enabled pupils of all abilities to succeed and make progress. The teacher made sure her expectations were made clear to the class at the beginning of the lesson. The teacher made good use of demonstration to ensure the girls warmed up properly. Pupils enjoyed devising their own routine after learning a short piece from a professional sequence. The teacher's individual support helped the girls to achieve a particular effect or movement. Resources in the form of video and sound equipment were well used to show an extract from the ballet and to allow pupils to repeat sequences so that they could improve their performance.
10. An English lesson helped pupils to improve their understanding of a poem and develop their personal responses due to very good planning and detailed knowledge of pupils' differing abilities. Pupils were able to identify and compare the imagery in the poem 'A Birthday' by Christina Rossetti. They listened carefully to each other and most expressed their views confidently during a discussion by the whole class. They could identify the poet's use of extended metaphor. Three pupils found it difficult to respond personally to the poem but made good progress by listening to the views of other pupils. The teacher demonstrated an excellent knowledge of the subject and made very good use of group activities to help pupils develop individual responses to the poem. Pupils built up their awareness of language and literary devices through carefully staged activities. A final recap of what had been learned in the lesson reinforced pupils' understanding of the poem.
11. High expectations, challenging questions, sharp analysis and interesting anecdotes led to rapid progress in a Year 9 history lesson. Pupils were able to give accurate

descriptions of democratic and authoritarian societies. They spoke articulately about concepts such as class and its implications in the period between the two world wars. Their books contained written work that used the language of history accurately and in context. The lesson proceeded at an electric pace but pupils could still follow the teacher and responded well to some challenging questions. The teacher's subject expertise prompted some insightful questions from pupils such as 'If communism meant equality for all, why was there a leader?' Reference to relevant television programmes such as 'Hitler and the Doctors' stimulated interest even further. Relationships were so good some pupils volunteered to do extra work.

12. A very well planned and executed Year 7 science class on the separation of rock salt taught basic skills very well, required pupils to think about their work and met pupils' individual needs. Most pupils could write the conclusions of an earlier experiment involving the separation of mixtures on their own clearly and accurately. The teacher checked pupils' writing insisting on the use of correct technical terms and good English. She ensured that pupils were briefed about the technique to be used in the lesson before starting the practical work. Pupils were able to use their prior knowledge of the separation of mixtures to suggest how rock salt could be separated. They carried out the exercise carefully and with skill whilst the teacher circulated asking questions to make pupils think about what was happening. She insisted that pupils recorded their work as they went along. Less able pupils were given more support when required.
13. An excellent variety of activities and very good class management with clear aims and high expectations led to all pupils making excellent progress in a Year 7 English class. Pupils expressed their views of the characters in Hamlet very clearly and confidently and showed very good understanding. They read confidently and listened very well to each other's views in discussion and developed personal well argued responses to the text. The lesson was very well planned with appropriate objectives for pupils of differing abilities. Pupils knew what was expected of them and responded accordingly. The teacher ensured pupils listened to her and placed them into groups of her choosing to make the best use of the time available. Pupils were asked to read the play and their speaking and listening skills were effectively assessed. The need to interpret the text as they read was stressed. In the ensuing discussion pupils were questioned about the characters in more depth. Pupils' positive attitudes and excellent behaviour were major factors in helping them make excellent progress. The homework set was well designed to extend pupils' thinking even further.

**Outstanding moral and social provision enhances the excellent relationships, attitudes and behaviour of pupils and contributes to their achievement**

14. There are numerous opportunities for moral development both in and out of class. A Year 13 Spanish class considered how gypsies are viewed and treated in Spain and referred to persecution under the Nazis. Similarly a Year 9 history class discussed Nazi persecution of handicapped children. A Year 9 religious education class were able to articulate the qualities they looked for in a friend during a class discussion. Personal and social education classes dealt with topics such as prejudice and racism which led to informed discussions on these topics. Assemblies usually have a moral theme. Each pupil in Year 12 has to accept two school responsibilities such as acting as Year 7 guardians, helping with junior school clubs or sports, producing the school newspaper, helping raise funds for charity or acting as school receptionists. Year 13 pupils help Year 12 with their university applications. Pupils are given access to a wide range of opportunities outside school such as helping the Red Cross and Oxfam or raising funds for a school for handicapped children in East Africa. Occasional conferences are organised for sixth-formers such as the religious studies conference held during the inspection entitled 'Making Babies'. The conference encouraged pupils to think deeply about contemporary moral and spiritual issues, exposed them to

leading figures in medicine, genetics and ethics, and gave them a taste of higher education. Pupils played an active part in the discussion groups and formulated some searching questions for the panel to answer.

15. The attitude of pupils is a major factor in their level of achievement. In virtually every class they co-operated fully with each other and the teacher and as such maximised progress. In a Year 8 German lesson pupils enjoyed working in pairs and challenged one another to make up new sentences. Pupils behaved well and displayed good teamwork in hockey during a Year 8 class, this enabled the teacher to let the pupils decide their own positions during a practice session. Several science lessons involved pupils working together during practical sessions to decide what to do, to carry out the exercise and to consider the results. Girls' high degree of social development was evident in some English classes when they showed good understanding of relationships in Hamlet and read poetry with feeling and expression.
16. There are numerous examples of excellent social development outside class. The fact that the school takes pupils from 55 primary schools and welds them together into a cohesive group is a major achievement. Pupils from minority ethnic backgrounds are fully integrated into the school. The two head girls organise about 50 sixth-formers that are involved in peer group counselling, debating, junior clubs and a range of other activities. Three other Year 13 girls coordinate activities that raise funds for charity: last year almost £10,000 was raised. Sixth-formers act as guardians for Year 7 pupils. Year 7 pupils write to Year 6 pupils at their former schools before they join to help them feel welcome. The school council is well run and Year 7 pupils state their views confidently. Three sixth-formers are on the committee of the Parents, Teachers and Friends Association. Girls take part in a variety of team sports at school, county and regional level.

### **Standards of attainment are very high**

17. Attainment at the end of Years 9, 11 and 13 is very high compared to all maintained schools.
18. The average pupil's National Curriculum points score at the end of Year 9 in 2000 was 42, nine points more than the national average. In terms of pupils' progress this means that pupils are three years ahead of the average 14-year-old.
19. The school's total GCSE/GNVQ points score for pupils in 2000 was 57.4 compared to the national average of 38.4. As most pupils take 9 GCSE subjects this means that the average pupil is achieving the equivalent of six subjects at grade A and three subjects at grade C. The total points score per pupil is below those of other grammar schools because pupils take fewer subjects at GCSE but their average points score per subject is comparable to those of other grammar schools.
20. The average A/AS-level points score for pupils taking two or more subjects in 2000 was 22.5 compared to the national average of 18.2. The average score per subject entry is 0.8 points above the average for grammar schools, i.e. almost half a grade better.

### **WHAT COULD BE IMPROVED**

#### **Results in the National Curriculum tests at the end of Year 9 compared to other grammar schools**

21. Compared to other grammar schools the points score for English, mathematics and science in the National Curriculum tests in 2000 was below average. The weakness

lay in the proportion of pupils gaining Level 7; it was average for English, below average for mathematics and well below average for science.

22. Until recently the school was reluctant to give time and attention preparing for the tests. The school saw success in the sixth form as the ultimate aim and the tests at the end of Year 9 were a diversion. The school has identified a number of reasons for the relatively poor results: pupils have not previously been entered for the extension papers which test the highest levels; there was a lack of focused preparation for the tests, for example in English pupils studied entire Shakespeare plays rather than concentrate on the scenes required by the tests; relatively little time was given to revision and practising past questions and there was a lack of awareness by pupils and staff of what was required to attain different National Curriculum levels, for example, in science the most senior staff have little involvement in teaching Years 7 to 9.
23. The school increasingly recognises that maximising progress in Years 7 to 9 will reap benefits in later years. Steps are being taken to improve the test results: pupils are being given mock tests and revision booklets, more time has been set aside for revision, marking in English is changing to include National Curriculum levels and pupils are being entered for the extension papers in mathematics and science which test Level 8 and above. Observations during the inspection suggest that the results are likely to improve.

### **The provision of learning resources**

24. There are some gaps in resources for teaching and learning. Access to computers is improving but there are relatively few in subject areas. In music, lack of computers makes it difficult for the department to meet the requirements of the National Curriculum or GCSE and in science there is a tendency to demonstrate the use of computers rather than give pupils the chance to use them. Better access to overhead projectors in class would help the teaching of some topics such as illustrating shapes in mathematics and pupils' presentations in English. In music, there are too few keyboards and none have recording facilities hence keyboarding skills are inhibited.
25. The library's contribution to pupils' learning is under developed due to the uneven quality of the book stock and weak links with many subject departments. Funding for the library is very low and consequently it contains relatively few new books. The book stock is large and the quality varies between different subjects but many books are old and rarely used. The books serve A-level relatively well but they are less good for younger pupils especially those in Years 7 to 9. Several departments have their own stock of books, many of them much better suited to pupils' needs than those in the library, e.g. the science department. Unfortunately the librarian has no record of the books held in departments so cannot direct a pupil to subject stocks. Links with subject departments and the library are patchy. Some such as English have good links but others make little use of the library. The librarian is not invited to attend departmental meetings in order to promote the services of the library and respond to subjects' requirements.

### **Accommodation for English, design and technology, history, geography and modern foreign languages**

26. Some of the teaching accommodation is very poor and in some cases affects the standards achieved and the quality of education provided. The biggest single deficiency is the use of 14 huts at the rear of the main building where English, design and technology, history, geography and modern foreign languages are taught. They are a health and safety concern and one of them has already been condemned as

unsuitable for teaching. Others provide an environment that is not conducive to learning.

27. Pupils in Years 7 to 9 only study design and technology for one term in four due to insufficient accommodation. Some pupils have a gap of a year before they resume studying the subject. The standards achieved in design and technology are adversely affected by the fragmented curriculum and by being taught in a hut, an inappropriate room in which to teach graphics or resistant materials.
28. There are only five rooms designated for the teaching of English, one of which is in urgent need of redecoration. Many teachers teach in a large number of different rooms, for example one teacher teaches in 14 rooms and a newly qualified teacher teaches in eight rooms. Such extensive movement between rooms makes it very difficult for the teacher to transport teaching materials and to display pupils' work.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Improve the results in the National Curriculum tests at the end of Year 9 by focusing more on the requirements of the tests.
- (2) Improve the access to teaching and learning resources by:
  - improving the book stock in the library, strengthening links with subject departments and compiling a database of all books available to pupils;
  - increasing access to and the use of information and communication technology equipment across the curriculum;
  - improving access to overhead projectors for teaching.
- (3) Seek urgent replacement for the huts with permanent accommodation.

#### Minor issues:

- (i) Update the policy for special educational needs and include targets in pupils' individual education plans.
- (ii) Meet the legal requirement to provide design and technology for all pupils.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13.6	42	24.6	17.4	2.9	0	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	Sixth form
Number of pupils on the school's roll	777	257
Number of full-time pupils known to be eligible for free school meals	22	N/a

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	27	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	19

### Attendance

Authorised absence	%
School data	6.0
National comparative data	5.9

Unauthorised absence	%
School data	0.1
National comparative data	0.4

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
	2000	0	148	148

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	148	145	147
	Total	148	145	147
Percentage of pupils at NC level 5 or above	School	100 (99)	98 (99)	99 (99)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	94 (98)	97 (93)	93 (86)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	147	148	148
	Total	147	148	148
Percentage of pupils at NC level 5 or above	School	99 (100)	100 (100)	100 (100)
	National	64 ( 64)	66 ( 64)	62 ( 60)
Percentage of pupils at NC level 6 or above	School	95 ( 93)	97 ( 91)	97 (100)
	National	31 ( 31)	39 ( 37)	29 ( 28)

Percentages in brackets refer to the year before the latest reporting year.

### 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
	2000	0	138	138

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	0	0	0
	Girls	136	137	139
	Total	136	137	139
Percentage of pupils achieving the standard specified	School	99 (96)	99 (96)	100 (98)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	57 (57.9)
	National	38.4 (38)

Figures in brackets refer to the year before the latest reporting year.

## Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	0	144	144

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	0	22.5	22.5 (22.2)	0	2.0 (0.0)	2.0 (0.0)
National	0	18.6	18.2 (17.9)	0	2.9 (2.8)	2.7 (2.8)

Figures in brackets refer to the year before the latest reporting year.

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	21
Indian	9
Pakistani	3
Bangladeshi	0
Chinese	5
White	1001
Any other minority ethnic group	4

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

## Teachers and classes

### Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	61.4
Number of pupils per qualified teacher	16.8:1

FTE means full-time equivalent.

### Education support staff: Y7 – Y13

Total number of education support staff	10
Total aggregate hours worked per week	270

### Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77.6
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### Average teaching group size: Y7 – Y11

Key Stage 3	26.8
Key Stage 4	21.4

## Financial information

Financial year	1999/2000
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	£
Total income	2,608,272
Total expenditure	2,595,443
Expenditure per pupil	2,486
Balance brought forward from previous year	59,610
Balance carried forward to next year	72,493

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1,034
Number of questionnaires returned	307

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	45	5	3	1
My child is making good progress in school.	53	44	1	0	2
Behaviour in the school is good.	38	51	4	1	6
My child gets the right amount of work to do at home.	27	56	12	3	2
The teaching is good.	41	50	4	0	5
I am kept well informed about how my child is getting on.	24	52	16	5	3
I would feel comfortable about approaching the school with questions or a problem.	45	38	10	2	5
The school expects my child to work hard and achieve his or her best.	76	22	0	0	2
The school works closely with parents.	18	47	21	8	6
The school is well led and managed.	39	45	3	3	10
The school is helping my child become mature and responsible.	46	46	4	1	3
The school provides an interesting range of activities outside lessons.	40	40	9	4	7