

# INSPECTION REPORT

**Walton High School  
Nelson**

**LEA area : Lancashire**

**School Register Number : 119762**

**Headteacher : Mr David Farrant**

**Reporting inspector : Mr Akram Khan, O.B.E.  
T12656**

**Dates of inspection : 24-28 February 1997**

**Under OFSTED contract number: 3011**

**Inspection carried out under Section 10 of the School Inspection Act 1996**

***Cambridge Education Associates Limited***



## Information about the school

Type of school :	Comprehensive
Type of control :	Maintained
Age range of pupils :	11-16
Gender of pupils :	Mixed
School address :	Oxford Road Nelson Lancashire BB9 8JG
Telephone number :	01282 615065
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Appropriate authority :	Lancashire
Name of chair of governors :	Mr David Magnall

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## Main findings

1. Walton High School draws many of its pupils from the neighbouring wards where there is a high degree of deprivation and a significantly lower percentage of pupils comes from homes which have higher levels of socio-economic advantage. Its intake has a lower than normal share of high attaining pupils and a significant minority with learning difficulties. Walton High School provides sound education with many strengths which outweigh a few weaknesses. Amongst its strengths are a hard working staff, a positive ethos, the good quality of the management and educational leadership, the provision for, and response of, pupils to all aspects of their personal development and an extensive range of extra-curricular activities. It receives excellent support from governors, parents and local industry which extends the educational opportunities it can provide.

### Educational standards achieved

2. Pupils' attainment at the end of Key Stage 3 is in line with the national expectation. In English, 60% of the pupils achieved Levels 5 - 8, above the national average of 57%; in mathematics, 57% achieved the same levels, identical with the national average; in science, 52% of pupils achieved Levels 5 - 8, slightly below the national average of 57%. These results were a significant improvement on those of 1995, indicating that progress at this stage is generally sound. Girls' attainments are generally higher than the boys,' which is in line with national trends.
3. Attainment at the end of Key Stage 4, however, is below the national average and a higher proportion of the work shows shortcomings than at Key Stage 3. GCSE results for 1996 show that 34.3% of pupils obtained five or more A -C grades, as against the national average of 42.6%, and 71% obtained five or more A - G grades, where the national average was 88.1%. Again, girls generally attained more highly than boys, except in mathematics and science. At Key Stage 3, pupils make sound progress in knowledge and investigative skills. It is clear from the very small percentage of pupils achieving Grades A\* or A that the most able pupils do not attain their full potential. Some pupils follow successfully courses leading to alternative forms of accreditation such as City and Guilds and other vocational qualifications.
4. Attainment in lessons varies between subjects, but history is consistently above average, at both key stages; geography, religious education and physical education are above average at Key Stage 4. All other subjects are average in attainment at Key Stage 3.
5. Progress at Key Stage 3 is at least satisfactory in all subjects, except for music, where progress is variable. Progress is good at this stage in English, mathematics, history, religious education and art. At Key Stage 4, progress is good in history, religious education, geography and physical education and satisfactory in all other subjects except information technology, where it is unsatisfactory.
6. At both key stages there is evidence that the most able pupils are not being challenged sufficiently to fulfil their potential. Too few opportunities are presented for research, independent study, the practice of independent skills and the acquisition of the techniques of practical subjects.
7. Pupils' language and literacy skills develop in a satisfactory manner in both key stages. Pupils are keen to contribute in class and to work in groups, but sometimes have too little

command of standard English or of appropriate language for the occasion and they cannot sustain a verbal argument with illustration. They read fluently, but not widely enough or on their own initiative. The additional support given to those with special educational needs assists them in making good progress. Written skills are well developed from a technical viewpoint, but pupils' work shows little evidence of imaginative or creative stimulus. Comprehension skills are sound, but limited to the factual and informative and lack breadth of purpose.

8. In mathematics there is good progress made between entry to the school and the end of Key Stage 3, but progress slows after this point, and in 1996 there is a higher percentage of ungraded pupils than the national average at GCSE. Girls under-achieve in this subject and the more able pupils are not challenged sufficiently.
9. In science, at Key Stage 3 pupils make sound progress in knowledge and their grasp of investigative skills. They learn to observe and to record with accuracy. At Key Stage 4, they show a reasonable competence in practical work, but cannot always analyse results and test hypotheses. Note-taking skills are not stressed sufficiently and information technology skills are not developed through their scientific work.
10. The school offers a wide range of extra-curricular activities in which many pupils participate and experience sporting, aesthetic and practical pursuits. Rehearsals for annual school productions are enthusiastically attended by a large number of pupils. Exchange visits and visits to the theatre are arranged frequently.
11. Pupils have very positive attitudes towards their work and are generally well motivated. They show interest in their work and maintain concentration even when, in a minority of lessons, activities are repetitive and the pace is slow. The introduction of the Personal Planner has increased pupils' sense of responsibility for their own achievement and progress. The pupils work competently on their own and handle materials and equipment with care and respect. Standards of behaviour are generally good and bullying is rare. Pupils' personal development is given significant emphasis in all classes. They are able to reflect on their lives and values and are encouraged to appreciate other cultures and beliefs. Levels of attendance are good; punctuality at the start of the day is satisfactory and lessons in almost all classes start promptly.

### **Quality of education**

12. The quality of teaching throughout the school is sound or better in about nine out of every ten lessons. It is good in almost half the lessons and contributes significantly to the pupils' attainment and progress. Examples of good teaching were seen in all subjects and in both key stages. Teachers generally have good knowledge and understanding of the subject they teach and of the requirements of the National Curriculum. The content of lessons is generally well matched to the age and ability of pupils but the most able pupils are not always challenged sufficiently. Whilst most activities are purposeful some work is over-directed, lacks rigour and challenge and learning outcomes are not clear. There are not sufficient opportunities for problem-solving and research in order to challenge pupils' thinking through investigative work. The school has developed appropriate systems to monitor pupils' progress and achievements and subjects of the National Curriculum are assessed and recorded systematically. Pupils' work is marked and comments are mostly positive, but teachers do not use assessment information to set targets, to improve pupils' performance, to evaluate their own teaching and to inform future planning.

13. The curriculum is balanced and broadly based at both key stages. It meets fully the statutory requirements of the National Curriculum, including religious education. Sex education and drug awareness requirements are met in a well planned programme of personal and social education, science and physical education. There is, however, insufficient time allowed for science at both key stages and for information technology and physical education at Key Stage 4. The schemes of work for subjects are good, planned effectively and provide continuity and progression of learning. Careers education and guidance is undoubtedly a strength of the school at both key stages. A very successful work experience programme through Trident is running and the careers room has been sponsored by local businesses, giving pupils access to up-to-date information.

#### **Management and efficiency**

14. The school's aims and objectives are suitable and reflect a strong commitment to good quality education and the development of physical and intellectual skills in preparation for further education and the world of work. The school's development plan is comprehensive and has many good features including clearly defined tasks, strategies for development and the success criteria against which to monitor and assess progress. It does not yet set specific and measurable performance targets to establish detailed objectives, challenging and achievable goals and to raise pupils' performance. The governing body discharges its statutory responsibilities effectively through a well-defined structure of committees, with clear and efficient working practices. They have not yet fully developed systems for measuring cost effectiveness or a full understanding of value-added indicators related to pupils' achievement and progress.
15. The head teacher provides strong and effective leadership. The school has a clear sense of direction and purpose and enjoys a good measure of success. The appraisal process and staff development are strong features of the management. The school has just attained deservedly 'Investors In People' accreditation. The management of departments is mainly sound and in some cases good. The coordination of support for pupils with special educational needs is good and some departments are led with considerable enthusiasm. In matters of communication, organisation and routine administration the departments are effective. Strategies to raise standards and to ensure that policies on teaching, learning and assessment are applied consistently are not yet fully in place.
16. Overall, the management makes a satisfactory contribution to standards. Clear and helpful documentation, clear policies and sound structures have all provided the school with a good basis to make progress. The school complies fully with statutory requirements. The positive ethos, supportive relationships and encouraging learning environment are good features of the school. The daily organisational arrangements are effective and efficient; routines and procedures are well understood by staff, parents and pupils.
17. Effective and efficient use is made of the available budget. The quality of the school's financial planning is good but there is no effective system for evaluating the impact of budgetary priorities, initiatives and expenditure on the quality of learning and pupils' attainment. The expertise and experience of support staff are used appropriately by teachers to support the learning of pupils in most subjects. The available accommodation and learning resources are used effectively. Cramped conditions caused by large classes, however, present some problems for the teaching of art, geography and modern languages. Support for pupils with special educational needs and provision for Section 11 language

support are of good quality but are insufficient for the needs of the school. Ancillary staff make a valuable contribution to the school and to pupils' learning, but there is inadequate technician support in science. Some modern language, music and drama lessons are taught in non-specialist rooms, some of which are too small to facilitate good teaching and learning styles. The learning resources budget is below the national average. Resources for most subjects are satisfactory and are well used. The library is now too small for a school of 767 pupils and funding for the library is currently low and substantially less than the average spending nationally. The day-to-day financial administration is carried out effectively and efficiently. Overall, the school provides sound value for money in terms of the educational standards attained and the quality of education provided.

### **Pupils' spiritual, moral, social and cultural development**

18. The school is highly effective in promoting pupils' spiritual, moral, social and cultural development. They are given opportunities to reflect and respond sensitively to a range of experiences and events, both in assemblies and in other subjects. Pupils learn to understand, value and respect both their own and other people's lives and beliefs, and their environment. A clear behaviour code helps them to understand the principles of right and wrong. They learn to accept responsibility for their own actions and to understand that others have equal rights. The quality of the relationships within the school encourages good social development. Pupils' cultural development is satisfactory. Their knowledge and appreciation of their own and other cultural traditions are enriched through learning opportunities and experiences across the curriculum.

### **Key issues for action**

19. The governors and senior management of Walton High School, with the support of the local education authority, should give attention to the following points in their continuing efforts to raise standards and the quality of work of the school:
- improve attainment and progress in aspects of mathematics and science.
  - ensure that in most subjects the work set relates more closely to the abilities of all pupils and provides greater challenge for high attaining pupils.
  - apply more consistently the school's assessment and marking policies to set
  - targets for improvement, to evaluate teaching and to inform planning.
  - set specific and measurable performance targets in the school's development plan in order to establish detailed objectives and set challenging goals.
  - develop the heads of departments' roles to involve them more fully in the implementation and monitoring of the curriculum and in raising the standards achieved in their subjects.
  - develop the school library as a resource which meets pupils' needs and supports the curriculum more effectively.

- draw up a planned programme of development for information technology to raise achievement at Key Stage 4 and to ensure effective application across the curriculum.
- Incorporate more fully the budget implications into long term planning with particular attention to teaching, learning and pupils' achievement.

## Introduction

### Characteristics of the school

20. The school's history dates back to 1895 when it opened in the centre of town as the Nelson Higher Grade School and it moved to the present site in 1927. In 1972 it was re-organised as an 11-16 comprehensive school and renamed Walton High School. Since that date it has had three headteachers. The present headteacher was appointed in September 1994.
21. Walton High School provides education for 767 girls and boys aged 11-16 and is located in the Marsden Ward of the borough of Pendle. It draws many of its pupils from the neighbouring Southfields, Bradley and Whitefield wards where there is a high degree of deprivation and where unemployment is reportedly considerably higher than the Lancashire average. Twenty-nine per cent of the pupils, a considerably higher proportion than the national average, are entitled to free meals. A significantly lower percentage of pupils comes from homes which have higher levels of socio-economic advantage. Thirty six per cent of the pupils are from ethnic minority groups.
22. The net effect is an intake which has a lower than normal share of high attaining pupils and a significant minority with learning difficulties. This is confirmed by the NFER Cognitive Abilities Tests which show a significantly below average attainment on entry. The average attainment of pupils in the current Year 7 in the 1996 Key Stage 2 standard assessment tasks in English, mathematics and science was in line with the national average. There are 22 pupils with statements of special educational needs and, of a further 71 pupils on the school's register for special educational needs. This is proportionally higher than the national average.
23. The aims and values as set out in the school's prospectus are suitable and its strong commitment to good quality education and high standards of attainment is further under-pinned by the 'Home-School Charter' which outlines what parents and pupils can expect from the school and, in return, the support parents can provide.
24. The school has given much thought to curriculum planning, both in terms of covering the National Curriculum and developing vocational courses appropriate to a wide range of need and ability. The school has carried out an audit of its 1993-96 school development plan. The school development plan for 1994-97 builds on the strengths and weaknesses of the previous years. It concentrates on the aims set out in the school's mission statement. The areas identified for further development are:
  - Raising levels of achievement for all pupils
  - Learning and pupil support
  - Curriculum development including revision of schemes of work, delivery and assessment of information technology skills, and modifications to personal and social education and health education programmes.
  - Marketing
  - Staff development, including 'Investors in People' certification
  - Enhancing the library/resources centre.

## 25 Key indicators

### Attainment at Key Stage 3

Number of registered pupils in final year of Key Stage 3

for latest reporting year:

Year	Boys	Girls	Total
1996	82	74	156

National Curriculum Test Results		English	Mathematics	Science
Percentage at NC Level 5 or above	School	60	57	52
	National	57	57	57
Percentage at NC Level 6 or above	School	31	31	21
	National	26	34	22

Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 5 or above	School	63	67	58
	National	61	62	60
Percentage at NC Level 6 or above	School	37	34	39
	National	30	35	28

### Attainment at Key Stage 4

Number of 15 year olds on roll in January of the latest

reporting year:

Year	Boys	Girls	Total
1996	66	74	140

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	18	40	50
	Girls	30	59	64
	Total	48	99	114
Percentage achieving standard specified	School	34	71	81
	National	42.6	88.1	93.5

**Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year :1995/96

		%
Authorised Absence	School	7.6
	National comparative data	8.6
Unauthorised Absence	School	0.5
	National comparative data	1.1

**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	70
Permanent	4

**Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	90
Less than satisfactory	10

## **Educational standards achieved by pupils at the school**

### **Attainment and progress**

26. Pupils' attainment at the end of Key Stage 3 is generally in line with the national expectation. In English, 60% of the pupils achieved Levels 5 - 8, above the national average of 57%; in mathematics, 57% achieved the same levels, identical with the national average; in science, 52% of pupils achieved Levels 5 - 8, slightly below the national average of 57%. These results were a significant improvement on those of 1995, indicating that progress at this stage is generally sound. Girls' attainments are generally higher than the boys'.
27. Attainment at the end of Key Stage 4, however, is below the national average and a higher proportion of the work shows shortcomings than at Key Stage 3. GCSE results for 1996 show that 34% of pupils obtained five or more A -C grades, as against the national average of 42.6%. 71% obtained five or more A - G grades, where the national average is 88.1%. Again, girls generally attain more highly than boys, except in mathematics and science. Some pupils follow successfully courses leading to alternative forms of accreditation such as City and Guilds and other vocational qualifications.
28. At Key Stage 3, pupils make sound progress in knowledge and investigative skills. It is clear from the very small percentage of pupils achieving Grades A\* or A that the most able pupils do not attain their full potential.
29. Attainment varies between subjects, but history is consistently above average at both key stages; geography, religious education and physical education are above average at Key Stage 4. All other subjects are average in attainment at Key Stage 3.
30. Progress at Key Stage 3 is at least satisfactory in all subjects, except for music, where progress is variable. Progress is good at this stage in English, mathematics, history, religious education and art. At Key Stage 4, progress is good in English, history, religious education, geography and physical education and satisfactory in all other subjects except information technology, where it is unsatisfactory.
31. At both key stages there is evidence that the most able pupils are not being challenged sufficiently to fulfil their potential. Too few opportunities are presented for research, independent study, the practice of independent skills and the acquisition of the techniques of practical subjects.
32. Pupils' language and literacy skills develop in a satisfactory manner in both key stages. Pupils are keen to contribute in class and to work in groups, but sometimes have too little command of Standard English or of appropriate language for the occasion and they cannot sustain a verbal argument with illustration. They read fluently but not widely enough or on their own initiative. The additional support given to those with special educational needs assists them in making good progress. Written skills are well developed from a technical viewpoint, but pupils' work shows little evidence of imaginative or creative stimulus. Comprehension skills are sound, but limited to the factual and informative and lack breadth of purpose.
33. In mathematics there is good progress made between entry to the school and the end of Key Stage 3, but progress slows after this point and there is a higher percentage of

ungraded pupils than the national average at GCSE. Girls under-achieve in this subject and the more able pupils are not challenged sufficiently .

34. In science, at Key Stage 3 pupils make sound progress in knowledge and grasp of investigative skills. They learn to observe and to record with accuracy. At Key Stage 4, they show a reasonable competence in practical work, but cannot always analyse results and test hypotheses. Note-taking skills are not stressed sufficiently and information technology skills are not developed through pupils' scientific work.
35. In design technology attainment is average and progress is sound at both key stages, though tasks set do not always allow pupils to progress according to their abilities. Some strategies are now in place to develop tasks to match pupils' ability. In information technology, the use of computers as a learning tool is not widespread, though there are some good examples of usage in history, music and modern languages. Progress is therefore sound in some curriculum areas.
36. In history, attainment is above average and progress is good. This is clear from examination results, assessments by teachers and from the interest of the pupils themselves. Achievement and progress are also satisfactory or better in geography, where the majority of pupils produce accurate and well organised work, but do not practice oral skills sufficiently. However, consolidation of learning is thorough and expectation is high.
37. Attainment in religious education is above the national average. Pupils display sound knowledge and understanding of the subject. Attainment in French is high amongst the most able pupils, but in German better progress could be made by the more able pupils.
38. In music, attainment is in line with the national average, progress is sound and pupils develop their composing and performing skills. Standards in singing are less than satisfactory in Key Stage 3, where able pupils are not challenged sufficiently. Progress in art is satisfactory and sometimes better but is lacking in creative work, though design and collage work is bold and well stimulated. Progress in drama is generally satisfactory. Pupils are developing oral and dramatic skills appropriately and extending knowledge of presentation and production. In physical education, GCSE results are above the national average, though many pupils who enter the course do not take the examination. Advancement is evident in the lessons, but the theory work is not always matched to pupils' ability.
39. New strategies are in hand to raise the levels of achievement in the school. A 'Mentor' system has been implemented to provide advice and encouragement to Year 10 and Year 11 pupils before they take their GCSE examinations. With support from the LEA the school is now making significant use of value-added data to track pupils' progress.
40. There is a wide range of extra-curricular activities through which many pupils are encouraged to experience a variety of dramatic, musical, sporting and social pursuits. The school also organises many educational visits, both residential and non-residential, which help pupils to develop socially as well as academically.

#### **Attitudes, behaviour and personal development**

41. The school provides a caring and supportive environment in which pupils are greatly valued. Most pupils have positive attitudes to learning and are generally well motivated.

They show interest in their work and maintain concentration even when, as in a minority of lessons, activities are repetitive and the pace is slow. The introduction of the Personal Planner, with its facility to record homework and set personal targets, has increased pupils' sense of responsibility for their own achievement and progress. Opportunities for independent learning and the development of inquiry skills, however, for example in German, mathematics and in science, are not developed sufficiently.

42. Behaviour in classes is generally good. Following the school's Code of Conduct, pupils generally treat each other with courtesy, both in lessons and around the school. When unsatisfactory behaviour occurs, it is sometimes associated with large groups or temporary teaching cover for unavoidable staff absence. Pupils show respect for property on the whole, but incidents of graffiti in the toilet blocks and litter around the playground were noted. The rate of permanent exclusion of pupils from school is no higher than the national average. Although the number of temporary exclusions in the last academic year was high when compared with national statistics, this number has been halved in the last twelve months and there are few instances of a pupil being excluded for a second time.
43. There are good relationships between teachers and pupils. Pupils are supportive of one another and are considerate of others' feelings and beliefs during class discussions. There are generally friendly relationships between pupils regardless of gender or cultural differences. Some bullying is reported but both parents and pupils feel incidents are dealt with quickly and effectively. Pupils cooperate well with each other in the classroom. Older pupils help younger ones, for example, through the reading support scheme and the prefect duty system. Pupils with special educational needs are well integrated into the school.
44. There are ample opportunities for pupils to take responsibility: pupils represent their tutor group on the school council which meets regularly, has its own officers and is felt by pupils to have been instrumental in improving arrangements; senior pupils act as prefects, volunteer at open evenings to show parents around the school, act as mentors for the younger pupils and help in the library.
45. Pupils' personal development is given significant emphasis by the carefully planned programme of Personal and Social Education. Enthusiastic participation by many in the Duke of Edinburgh Award Scheme, drama productions and the Trident 'Personal Challenge' makes a good contribution to their personal development. There are opportunities outside the classroom to show a sense of responsibility and initiative. Through assemblies, the 'Pause for Thought', and fund-raising activities, pupils are encouraged to think about, and compare, aspects of their lives with the different experiences of other people. They give good support to local and national charities.

### **Attendance**

46. Attendance levels overall are good and better than the national average. The figure for unauthorised absence is below the national average. There are effective policies in place to promote good attendance. The importance of regular attendance is commendably stressed in the home-school charter and the student planner. The school is keen to ensure attendance levels are maintained and pupils who achieve 100% attendance receive a certificate in recognition of their efforts. The vigilant monitoring of the registers by the staff ensures that those pupils who might be slipping into a pattern of poor attendance are identified quickly and offered appropriate support. For the majority of pupils regular attendance contributes positively to their attainment and progress.

47. The majority of pupils arrive at the start of the school day in good time. Taking account of the nature of the school site, pupils' punctuality for lessons is good. Registers are marked carefully and consistently, with absences categorised appropriately. The school has recently introduced a computerised registration system and procedures for marking registers meet statutory requirements. Figures for absence are reported in the governors' annual report to parents.

## **Quality of education provided**

### **Teaching**

48. There is much good, well-organised teaching in the school. 195 lessons were inspected and of these 90% were judged to have teaching which was satisfactory or better. In half of the lessons the teaching was judged to be good. Teachers work hard and prepare their lessons carefully, with clear objectives. Across the whole curriculum the teaching has some good features. Teachers generally have good knowledge and understanding of the subject they teach and of the requirements of the National Curriculum. There were many good examples of clear exposition and explanation. In the majority of lessons pupils are given appropriate tasks which are varied within the lesson, to ensure that they progress in skills, knowledge and understanding. However, examples of very good teaching were observed in only a few subjects. One in ten lessons is unsatisfactory; in these teachers have insecure knowledge of the National Curriculum, expectations are low, objectives are not clear to pupils and the work is not matched to the needs of the pupils. More generally, in some subjects, there are not sufficient opportunities for independent enquiry, in order to challenge the more able through investigative work.
49. The planning of lessons is sound and pays attention to the requirements of the syllabuses and the needs of the majority of the pupils. The beginnings and endings of lessons are generally prompt and orderly, and in some subjects, for example religious education and French, there is a good balance of activities such as group work, pair work and role play. In drama, pupils are encouraged to reflect by sessions of open-ended questioning. The objectives of the lessons are not always so clear, however: in science, for example, pupils' initiative and scientific judgement are not being developed to the full and there is too much emphasis on note-taking.
50. Teachers know their pupils well and relationships are generally good. The large majority of teachers exhibit good classroom management skills and very little poor pupil behaviour was observed. The pace of lessons is on the whole satisfactory, with a range of appropriate resources chosen to promote progress in learning. Music, artefacts and other religious objects are used to good effect in religious education; newspaper cuttings and photographs in French.
51. The quality of withdrawal support for pupils with special educational needs and English as an additional language is good. Whilst in English and French, for example, homework is used to good effect to support, reinforce and extend classroom activities, in mathematics and science opportunities are lost.
52. The quality and use of day-to-day assessment varies. In some subjects, the teachers make effective use of well-judged questioning, helpful discussion and sensitive help for individuals, recognising the competence of many of the pupils in all forms of oral work.

The school has developed appropriate systems to monitor pupils' progress and achievements and subjects of the National Curriculum are assessed and recorded systematically. Pupils' work is marked and comments are mostly positive but marking is neither used sufficiently nor consistently to suggest how pupils' work might be improved. Teachers do not use always assessment information to set targets, to improve pupils' performance, to evaluate their own teaching or to inform future planning.

### **The curriculum and assessment**

53. The curriculum in Key Stages 3 and 4 is balanced, broadly based and relevant to the needs of the pupils; it promotes effectively intellectual, physical and personal development. Provision for religious education throughout the school is good.
54. At Key Stage 3 all pupils study all subjects of the National Curriculum, together with religious education and drama. In Key Stage 4 the quality and breadth of the curriculum and its organisation meet the needs of most pupils. All pupils follow a core of English language, English literature, mathematics, double award science, technology, a modern language and physical education. There is a reasonable range of optional subjects. Additionally, some pupils in Years 10 and 11 take City and Guild's General National Vocational Qualification courses, some of which are taught at the local FE College, or National Vocational courses, organised by Training Agencies. The time given to most subjects is adequate, except for science and physical education at Key Stage 4 and the second modern language in Year 11.
55. The curriculum meets the statutory requirements of the National Curriculum and boys and girls have equal access to the whole curriculum and extra curricular activities. Sex education and drug awareness requirements are met in a well thought out personal and social education programme and through science, physical education and religious education. The school has not yet audited its cross-curricular provision and these aspects are not coordinated effectively.
56. Pupils on the special educational needs register receive appropriate provision and have individual plans to match their needs. Most departments make a distinct provision for pupils with special educational needs. The school meets fully the requirements of the special educational needs' Code of Practice. The needs of the most able are not generally met in most subjects.
57. Individual departmental planning is sound and in some cases very good. The planning provides for effective continuity and progression between, and within, key stages. The schemes of work in all subjects reflect the National Curriculum Programmes of Study but vary in the quality of advice they offer on teaching and learning strategies and associated assessment.
58. Careers Education, guidance and work experience are a marked strength of the school. The mock interviews in Year 11, give pupils confidence and support and prepare them well for the real world. The knowledge Year 11 pupils have about training routes and sources of information is excellent. External help from the Careers Service strengthens the provision and guidance for pupils. Unusual features like 'Try a Job' are innovative and challenging for pupils and give opportunities for pupils to try a variety of careers. Pupils refer to the preparation as being very good for their Post-16 careers' choices.

59. The school offers a wide range of extra-curricular activities including sporting, aesthetic and practical pursuits. Much of this provision is made possible by staff contributing time on a regular basis during the lunch break as well as after school and at weekends. Some of the activities seen are thriving and well organised; the participation rate is high and standards achieved are good. These include a well organised Duke of Edinburgh Award Scheme, a language club and cookery club. There is an open studio policy in art and a range of music ensembles which meet on a weekly basis. Rehearsals for annual school productions are attended enthusiastically by a large number of pupils. Exchange visits and visits to the theatre are arranged frequently. In physical education there is a full programme of weekly activities which includes ball games as well as gymnastics and fencing. These are well attended and several pupils take part in more than one activity.
60. The equal opportunities policy, a detailed document integrated into the school's philosophy of learning and caring, is well implemented in the individual subject departments and in the life of the school as a whole. The school monitors very carefully the achievements of pupils by gender, ethnicity and attainment, although more analysis could be undertaken of the progress of the most able pupils.
61. The school policy on assessment, recording and reporting is practical and informed by a good understanding of the purpose of assessment within the National Curriculum. All departments have generally sound assessment policies but they vary in quality. The best practice includes the regular use of self assessment which helps pupils to know their strengths and weaknesses. Peer group assessment is used effectively in art, physical education and drama at Key Stage 4. More generally, specific targets are not agreed between the teacher and the pupil to improve individual performance and raise standards. Departments contribute to the Record of Achievement in years 10 and 11.
62. The monitoring and review arrangements of pupils with special educational needs, including twenty-two with a statements of special educational needs, are comprehensive and well organised.
63. The school has a clear policy on homework. It usually extends class work or acts as a preparation for lessons. It is rarely imaginative however and opportunities to develop activities which differ from classroom practice are not taken.

#### **Pupils' spiritual, moral, social and cultural development**

64. The school is highly effective in promoting pupils' spiritual, moral, social and cultural development. They are given opportunities to reflect and respond sensitively to a range of experiences and events, both in assemblies and in other subjects, such as drama, history, music and literature. Pupils understand, value and respect both their own and other people's lives and beliefs, and their environment. The use of visiting speakers in religious education lessons enhances this development.
65. The spiritual development of pupils is addressed mainly through collective worship, assemblies and the work of the religious education department. The policy for collective worship has been carefully formulated with a wide range of materials produced which provides good opportunities for spiritual development. Assemblies are orderly and thought-provoking occasions which often include elements of worship in the form of a reading and prayer. Within religious education, with a concentration on differing aspects of world religions, an understanding of varying degrees of spirituality is developed. Visits to

local mosques, synagogues and the regular input by visiting speakers, local clergymen and religious groups add further to spiritual development.

66. Pupils' moral development is good and is well supported by the school's positive ethos. A clear behaviour code helps them to understand the principles of right and wrong and to modify their behaviour through reasoning. They develop a respect for other people, for property and have a clear understanding of what is true and fair. They learn to accept responsibility for their own actions and to understand that others have equal rights. The school motto, 'By Industry and Integrity,' is very much in line with the moral dimension of the school.
67. The social development of pupils is good. The quality of the relationships within the school encourages good social development. Pupils are polite, well-behaved and develop a strong sense of self-discipline. They learn to work cooperatively in groups, especially through the residential Italy Ski trip and school camp, and through sport, where they learn fair play.
68. The cultural development of pupils is also good. Pupils' participation in cultural traditions is achieved largely through the teaching of drama, English, modern languages, art and music. Modern language exchange visits, linked with town-twinning and curriculum content, increase cultural awareness. There are regular visits to the theatre. In art a strong emphasis is placed on the work of different cultures. Examples of Asian art and the use of visiting artists are a feature of the department. In religious education and history strong attention is given to differing customs and cultures. The cultural diversity of the school is appreciated and promoted by all these factors. Book resources in the library are insufficient however and do not provide substantial support for pupils' cultural development.

#### **Support, guidance and pupils' welfare**

69. The school provides good support and guidance for its pupils through Heads of Years and tutors who have responsibility for daily care. The same form tutor remains with each class from year to year and this system provides stability for the pupils and ensures they are known well by that particular teacher. The staff and pupils are happy together and good relationships exist. Pastoral arrangements are highly effective and the majority of pupils feel confident with the system. There is a 'School Planner' which facilitates effective communication between teaching staff, pupils and parents. Homework is set and marked regularly for almost all subjects. In year 11 a mentoring system is in place whereby small groups of 5/6 pupils can be given extra opportunities to receive guidance and assistance. All these measures make effective contributions to the educational standards achieved.
70. The school has a discipline policy and the importance of good behaviour is mentioned in the Home-School Charter. The school is aware that the policy is not always applied consistently and a working party has been set up to address this area. There is no written policy relating to bullying but instances are not common and each one is dealt with promptly and firmly.
71. Pupils with special educational needs are identified as soon as possible and the appropriate support is offered. There are good links with the educational welfare officer, social services, the careers service and the school nurse, all of whom provide effective and supportive services and are made welcome by the school.

72. The school has adopted the local education authority's Child Protection Procedures. All staff are made aware of the system through the Pastoral Handbook and the procedure has been seen to work effectively.
73. Changes have been made to uniform rules and to the canteen menus in order to accommodate better the customs of the different ethnic groups; pride is taken in cultural diversity, for example in art and drama, and a valuable forum has been created for the exchange of information and views between the school and the Asian community. Not all information to homes is provided in the pupils' first language.
74. The governors ensure that regular health and safety checks are carried out and all appropriate records are kept. Visitors to the school are given a badge to wear and provided with the appropriate information relating to emergency procedures. The staff handbook contains much useful information on all the school policies with clear instructions relating to registration, lunchtime and break duties and the fire drill procedures.

### **Partnership with parents and the community**

75. Parents are kept well informed by the school through reports, parents' evenings and curriculum support evenings. The school issues regular newsletters, which keep parents informed about planned events, staff news and any other items of interest. The majority of parents responding to the questionnaire find the information they receive understandable and useful in providing knowledge of their child's progress. The school is open to parents who can make appointments to discuss any issues through a system of tutors and Year Heads. The school prospectus underpins the importance of the home/school links and the 'open-door' policy which the school operates.
76. Parents are kept well informed of their child's progress by means of an annual report and the newly introduced interim report. This is issued prior to the parents' evenings which are held each year for all pupils. This new report is seen as being particularly helpful in keeping parents informed of progress and its format is felt to be particularly good.
77. There is an active School Association which organises regular social and fund-raising events. These are well attended by the parents. There is also an active support group for Asian parents which meets regularly and provides a forum for issues to be raised by either the school or the parents. This is seen as being an important group, particularly as a means of communicating with parents who do not speak English.
78. Links with the community, local companies and industries are particular strengths of the school. The school values greatly the support it receives and this assistance plays an important part in involving the pupils in the life of the community. Sponsorship has been provided for the careers room and there are always people willing to help with mock interviews. An innovative 'Try-a-Job' scheme is very well supported and popular. Regular trips are organised to local places of interest together with school holidays and exchange visits to other countries.
79. A well-established induction programme is in place for new pupils and good links exist with all the feeder primary schools, who appreciate the care shown by the teachers. Some visits are arranged for primary teachers in certain subjects and these also help to build up

the good relationships which exist. There are equally close links with the local colleges and the information supplied by the school and the careers service ensures that all pupils are well informed about the options open to them. The school has also established links with local sports clubs and pupils are encouraged to join these clubs. Overall, the effective links which the school enjoys have a positive influence on standards and quality and bring great benefits to the pupils.

## **The management and efficiency of the school**

### **Leadership and management**

80. The mission statement and comprehensive aims convey successfully the school's intentions to "develop Walton High as a centre of educational excellence in which every student is valued as an individual and is encouraged to achieve the highest standards in all areas of endeavour." These aims and values are suitable and its strong commitment to good quality education and high standards of attainment is further under-pinned by the 'Home-School Charter' which outlines what parents and pupils can expect from the school and, in return, the support parents can provide. Broadly the school has been successful in achieving many of these objectives despite some temporary staffing problems.
81. Since April 1996 the school has been run with just one deputy head teacher which has resulted in increased demands on the senior management. Ten members of staff have additional responsibilities for this year on temporary appointments. The senior management responsibilities are outlined clearly. The head and deputy meet twice weekly to ensure that strategic and long term planning occurs in a systematic manner.
82. The head teacher provides strong and effective leadership which is having a significant impact on the work and ethos of the school. He is committed to the principle of an open and participatory style of management. Through patterns of meetings all staff are involved effectively in the process of consultation and decision-making. The management board coordinates efficiently the organisation of various management functions. In addition departmental/ faculty meetings, year heads' meetings and staff meetings provide a useful forum for discussion and forward planning. The appraisal process and staff development are strong features of the management. The school has just deservedly attained Investors In People accreditation.
83. The management of departments is mainly sound and in some cases good. The coordination of support for pupils with special educational needs is good and some departments are led with considerable enthusiasm. In matters of communication, organisation and routine administration the departments are effective. Strategies to raise standards and to ensure that policies on teaching, learning and assessment are consistently applied are being developed but not yet fully in place.
84. The governing body meets regularly and discharges its statutory responsibilities effectively through a well-defined structure of committees, with clear and efficient practices. The school governors participate in many aspects of school life: some spend time in class, others attend parents' evening and social events and several assist in the Year 11 mock interviews. They have not yet developed fully systems for measuring cost effectiveness or value added indicators related to pupils' achievement and progress. The governors receive regular reports from the head teacher. The annual report to parents is a thorough document.
85. The school's development plan has clearly defined tasks, staff responsibilities, timescales, training needs and performance indicators. Most of the plans identify staff development needs, are costed and have built-in strategies for monitoring and reviewing initiatives. The development plan does not yet set specific and measurable performance targets to identify detailed objectives, to set challenging and achievable goals and to raise pupils' performance.

86. Overall, the management makes a satisfactory contribution to standards. Clear and helpful documentation, clear policies and sound structures have all provided the school with a good basis to make progress. The school complies with statutory requirements. The positive ethos, supportive relationships and encouraging learning environment are good features of the school. The daily organisational arrangements are effective and efficient; routines and procedures are well understood by staff, parents and pupils. The school secretaries, midday assistants, the kitchen and caretaking staff make an important contribution to the smooth and efficient running of the school.

### **Staffing, accommodation and learning resources**

87. The level of staffing is adequate to deliver the curriculum. The school's pupil teacher ratio is above average, while the contact ratio is close to the national average. There is an appropriate balance between experienced and more recently qualified teaching staff. The majority of staff are appropriately qualified and deployed. Some mismatch between qualifications and teaching roles, compounded in some subjects by extended staff absence, is having an adverse effect on learning. Support for pupils with special educational needs and provision for Section 11 language support are of good quality but are insufficient for the needs of the school. Support staff make a valuable contribution to the school and to pupils' learning, but there is inadequate technician support in science.
88. The school's appraisal system is well organised. Staff development is linked closely to faculties' and the school's development plans. The school review identifies appraisal targets and development needs at individual, team and school levels. Take-up of external in-service and training opportunities is reasonably good across faculties. Members of both the school's office and site staff teams are participating at present in appropriate in-service training activities.
89. Good quality induction procedures for student and newly-qualified teachers are in place. School partnerships with Initial Teacher Training Colleges are working well and proving productive for the school. The support, provided through faculties and by both professional and subject mentors, is good.
90. The school is situated in pleasant spacious grounds with adequate playing fields for outdoor games and good, hard-surfaced playing areas and paths. Financial constraints have restricted maintenance and parts of the building are showing signs of wear and tear and require attention. Exterior cladding has broken away from part of the art and technology block which presents a particularly unsightly aspect.
91. Accommodation for most subjects is generally satisfactory and provides sound opportunities for learning. The careers room, established through local business sponsorship, is well equipped and welcoming. Subject rooms are generally clustered and this assists the efficient use of resources. Cramped conditions caused by large classes, however, present some problems for the teaching of art, geography and modern languages. In modern languages, considerable curriculum time is spent in non-specialist rooms. For large classes, some music and drama lessons are also taught in non-specialist rooms, some of which have poor acoustics. There is no swimming pool nor is there a sports hall.
92. The quality of display in some classrooms is good. Display is used effectively to enhance the environment, support learning and exhibit pupils' work. However in some parts of the

building, including the dining area, there is considerable litter and there is evidence of graffiti on walls and doors. Inadequate storage provision for pupils' clothing and baggage causes obstructions and potential safety problems.

93. The level of provision, deployment and condition of books, materials and equipment within subject areas generally enhances the quality of pupils' work. There is good provision of extra resources in design and technology and mathematics where, for example, pupils have access to graphic calculators. Provision of books in some subjects, however, is weak and much equipment in science is old and inadequate. Replacement of such provision is difficult because of present financial constraints.
94. There are appropriate resources within the special needs department for pupils and departments such as geography, history, English and information technology have modified resources for the visually impaired. Resources in geography, art and drama particularly reflect the variety of pupils' interests and present gender and cultural diversity in a positive way whereas in some subjects many books are out of date.
95. The library is now too small for a school of this size and funding for the library is currently low and substantially less than the average spending nationally. The learning resources area contains a very modest stock, much of which is old. There is insufficient to support successfully pupils' extension work. Access to the CD-ROM is limited as there is no full-time member of staff in the library area, part of which is also used as a form tutor base and a teaching room. The information technology resources at present are largely in rooms dedicated to IT. The provision for information technology in design technology is extensive but in some subjects it is too limited and under used to enhance teaching and learning.. There is some good use of lap-tops in careers.
96. Those pupils involved in vocational courses at Key Stage 4 make good use of external facilities as well as having access to the design technology area. Year 11 pupils are encouraged to join the nearby Burnley library to support their learning in music.

#### **The efficiency of the school**

97. The school takes seriously its financial planning and management and effective and efficient use is made of the available budget. Income per pupil is in the lower quartile of schools nationally. There is a deficit in the budget carried over from last year and the anticipation is that it will not be carried over to 1997/98. The local education authority is aware of this and has accepted it on the basis that it should resolve itself.
98. The expertise and experience of support staff are used appropriately by teachers to support the learning of pupils in most curriculum areas. The available accommodation and learning resources are used efficiently. Cramped conditions caused by large classes, however, present some problems in some areas of curriculum. Support for pupils with special educational needs and provision for Section 11 language support are of good quality but are insufficient for the needs of the school.
99. Financial control is good and there are clear priorities and targets for major spending. Governors are now becoming more involved in strategic planning and this is reflected in the work of the finance committee. There is, however, no system for evaluating the effectiveness of initiatives and expenditure on the quality of learning and pupils' attainment.

100. Effective systems are in place for the budget to be monitored closely. Appropriate action has been taken on the few recommendations made by the auditor. Internal school routines run smoothly and are well organised. The day to day financial administration is carried out unobtrusively and efficiently. Overall the school provides sound value for money in terms of the educational standards attained and the quality of education provided.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **English, mathematics and science**

#### **English**

101. Standards attained at Key Stage 3 and GCSE are above the national average. In 1996 at Key Stage 3, results in standard assessment tests were average, with 60 % of pupils achieving levels 5-8, above the national average of 57 %. At GCSE, in 1996, results were above average, with 67 % attaining grades A\*-C, compared with the national average of 52.7%. English literature results, were also good with 72.4% attaining A\*-C, compared with the national average of 59.2%. The attainment of girls was higher than boys, reflecting the national trend.
102. In the work observed, in class, in written work, in folders and in samples of pupils' work on display, attainment at Key Stage 3 is clearly in line with the national average and at Key Stage 4 it is above average.
103. In speaking and listening, pupils are eager to answer teachers' questions in class and show good grasp of the subject but few can speak fluently or sustain and extend answers in full and many lack a firm grasp of Standard English. In reading most pupils become fluent, but some read without expression and without full understanding of what they are reading. Voluntary reading is by no means wide enough, despite efforts made by teachers to encourage pupils to read. The use of library resources and the development of research techniques by pupils are under-developed. Clear progress is made in the technical aspects of writing and pupils grow strong in comprehension methods in the later years, though personal and creative writing are not always developed sufficiently. Generally, progress is good at Key Stage 3 and satisfactory at Key Stage 4. Much advance is made by the careful use of specialist teachers, for pupils with special educational needs and for those for whom English is not a first language.
104. The pleasant attitudes of pupils, their willingness to participate and learn and the pride taken in their work contribute substantially to their progress. They are, on the whole, well-behaved, co-operative and sociable, showing respect for the feelings of others. There is a tendency for groups to form in classes, particularly amongst boys, usually to support each other when language skills are not strong. Pupils do not always take enough responsibility for their own work and sometimes lack resourcefulness.
105. Teaching in the department is largely satisfactory, displaying good planning, clear focus and identification of targets. Teachers deliver the National Curriculum with full coverage of all language skills and with much emphasis on reading. However, there is not enough concentration on the stimulation of the imaginative and responsive approach to literature. The power and the magic of language often take second place to the understanding of plot and structure. In the study of set texts at both key stages pupils become too reliant on teachers' notes and plans, rather than on their own responses. Teachers and pupils share a good, productive relationship. Teaching strategies, including the use of group work are well chosen although there is a tendency for pupils to rely too much on the direction of teachers rather than thinking for themselves. Marking is clear and purposeful, though sometimes not targeted sufficiently, especially in Key Stage 4 course work. Record-keeping and the use of homework are both good, aimed at raising levels of achievement and informing future planning of lessons, but there is a need for greater self-assessment by the

pupils. The National Curriculum is delivered effectively and well adapted to meet the requirements of those with special educational needs, by cooperation between the English department and the learning support staff and the high degree of determination evident to ensure progression and achievement. Assessment is used as a means of identifying needs and is a strength in the department in accord with the school's policy for raising levels of achievement. It does not however, always focus sufficiently on the needs of those of high ability and their need for further extension.

106. The department is strongly led and the subject is taught by an experienced and effective team, who work well together to achieve coherence and continuity of teaching. Policies and schemes of work are planned carefully and the department's activities are well structured. Despite the heavy workload, the scarcity of texts and library resources and the lack of information technology facilities, teachers commit themselves to putting the needs of pupils first and to contributing to the ethos and the extra-curricular activities of the school.

### **Drama**

107. Standards of attainment are average. The number of pupils gaining grades A-C at GCSE in the 1996 examination results are in line with the national average but they show a variation over the last three years. The proportion of those attaining the highest grades, A\*, A and B is below national average.
108. Attainment in lessons is in line with the national average, but some pupils are attaining above average and some, below average. Pupils, who do not come to school with drama skills, acquire them during Year 7. Many are confident and resourceful orally, though occasionally inaudible. From Year 7, pupils are encouraged to reflect on, and evaluate, their own and others' work and by the end of Key Stage 3 a majority are able to do this objectively. Group work is generally effective and most pupils learn to control and organise their imaginative energy during Key Stage 3. Increasing expression and fluency in mime, and a deeper understanding of the significance of gesture and facial expression are among the skills that pupils acquire during Key Stage 4. At this level, pupils can produce drama that is concentrated and carries conviction, creating empathy in an audience. Role-play is better sustained as pupils grow older and their use of speech can be economical and expressive. Written work is usually careful, increasing in range and accuracy as pupils move through the school.
109. Pupils make steady progress, which accelerates in Year 10. Many extend their understanding of drama concepts and refine their use of techniques as they mature. From Year 7 onwards, pupils work with interest and frequently with enjoyment. Those of differing academic attainments collaborate effectively and most develop a strong sense of teamwork and the ability to work well in independent groups.
110. The quality of teaching is satisfactory, often with good features. Specialist knowledge and practical skills are assured. Lessons are usually well managed and clear objectives shared with pupils. Evaluation is generally constructive and pupils are encouraged to reflect on work done. Tasks and activities frequently combine stimulus with challenge. Effective pacing sustains the momentum of learning.
111. Curriculum planning, especially at Key Stage 3, is detailed and comprehensive. Schemes of work have a positive impact on teaching and learning. Cross curricular links, principally

with English and history, are well planned. Extra-curricular activities include regular theatre visits. Drama plays a significant role in major school productions. Assessment is quite regular and systematic. Pupils' progress is reviewed formally every term and individual targets are set but assessment is not yet used sufficiently to inform planning. A team of drama teachers is led effectively. Resources are adequate and appropriate for pupils' ages and ability levels. A dedicated drama studio, though in need of decoration, is an asset.

### **Mathematics**

112. At the end of Key Stage 3 pupils results in the 1996 Standard Assessment Tests are in line with the national expectations. This is an improvement on 1995 when the results were well below the national average. The proportion of pupils achieving level 5 or above is broadly in line with that found nationally. Most pupils achieve satisfactory levels of competence in mathematical skills relating to arithmetic, algebra, shape and space. For example, in Year 7, pupils show good ability in mental arithmetic and able pupils in Year 8 draw pie and bar charts and interpret graphical data accurately. In some classes the range of work is modest and not sufficiently challenging for the more able pupils.
113. GCSE results in 1995 and 1996 were below the national average for both A-C grades and A-G grades. In both years there were very few A\*, A or B grades indicating that the more able pupils are not challenged sufficiently. In both years the percentage of girls obtaining grades F, G and U was over fifty percent higher than the percentage of boys obtaining these grades. The national percentage for girls and boys gaining these grades differs only by 0.2% which indicates that girls at the school are underachieving. A high percentage of non-graded pupils resulted from non-entry of those expected to gain a grade G or below.
114. Standards of achievement at Key Stage 4 are below average. Some pupils acquire a satisfactory understanding of graphical skills, number patterns, algebra, shape and space but lack experience in using and applying mathematical ideas to solve everyday problems. Their investigational skills are under-developed. They lack understanding and confidence in applying basic principles because they are not given enough opportunities to solve problems.
115. Pupils make good progress between entering the school and the end of Key Stage 3 but this progress is not maintained consistently throughout Key Stage 4. Most pupils make satisfactory progress within lessons, but in some lessons the pace of work is too slow and pupils' work lacks urgency. Provision for pupils with special educational needs is good and effective; with some pupils being placed in higher mathematics sets.
116. Pupils' attitudes to learning are generally satisfactory. They are usually attentive and responsive. Listening skills are variable and this can affect adversely subsequent work. Pupils work well together in most lessons but can cause distractions on occasions.
117. Teachers have sufficient knowledge and understanding of the subject. Teaching was good in one-third of the lessons, satisfactory in one-third and unsatisfactory in one-third. Good lessons were typified by appropriate pace and challenge, clear objectives, helpful explanations and a good rapport with the pupils. Some of the shared lessons were unsatisfactory and made little contribution to the pupils' progress. Other lessons lacked short term targets which could be attained, marked and corrected. As a result the best use of pupils' time was not made and they did not have the opportunity to experience a full

range of problem solving activities. There is, moreover, a general acceptance of wrong answers rather than help being given to pupils to discover why they are wrong.

118. The new scheme of work is well planned and gives complete coverage of the National Curriculum but there is little evidence of pupils using and applying mathematics. The scheme is under continuous review to maximise its effectiveness. A move towards stricter setting of groups by ability is helping the management of work in classes. The new scheme of work permits easier movement between sets. Assessment and recording of attainment to provide continuity and progression in learning are in place. Homework is set and reflects the work in progress but the marking is not of a uniform standard and corrections are frequently not done.
119. The accommodation is adequate. Basic resources, such as books, are limited but used as efficiently as possible. There is a reasonable provision of computers but little evidence of their use.

### **Science**

120. Pupils' attainment, as judged from their classwork and homework, is broadly as expected for their age but there are variations between key stages and between year groups. By the end of Key Stage 3, pupils' attainments are average and by the end of Key Stage 4 standards of attainment are mostly average and occasionally below average. Results in the standard attainment tests (SATs) at the end of Key Stage 3 were average for the range of ability represented. GCSE results in both 1995 and 1996 were significantly below the national average. Many pupils of average, and above average, ability understand the tasks they undertake but pupils of below average ability need considerable support to draw ideas together and recall and apply knowledge from earlier work. Some able pupils are capable of higher levels of attainment. A number of pupils with less experience in English find the language of scientific concepts difficult to master. Satisfactory progress is made by pupils with special educational needs though their practical skills are under-developed.
121. At Key Stage 3, the pupils make sound progress in scientific knowledge, understanding and investigational skills. Some pupils show broad and accurate knowledge and adequate understanding of life processes, materials and their properties and physical processes. In Key Stage 3, pupils' investigative skills associated with science investigation are satisfactory: their observations are almost invariably sound and recorded accurately. By the end of Key Stage 3 most pupils perform experimental work competently and safely but predictions and evaluations are not always justified with appropriate scientific explanations and in some cases, observations and measurements lack precision and care. By the end of Key Stage 3, the notion of fair testing is developed suitably but the ability to control variables, test hypotheses and design experiments is less well practised and refined.
122. By the end of Key Stage 4, many pupils of high, average and below average ability, including those with special educational needs, make sound progress although standards vary across attainment targets. With few exceptions, pupils show a reasonable competence in practical work, although, in some lessons, their skills in analysing results and forming and testing hypotheses are under-developed. They handle simple problems involving graphical data with confidence. Insufficient emphasis is given to reading as a means of learning and in only a minority of lessons are pupils encouraged to make their own notes. The most common forms of writing include copying notes from the blackboard or from printed sheets and recording practical work at a modest level. The pupils' ability to

debate scientific ideas is weak. Information technology skills, such as data logging, controlling and simulating experiments, are not well developed through the work in science.

123. In the majority of lessons pupils are attentive, co-operative and supportive of each other. Pupils behave well and their attitudes to learning are very good, with many pupils working with a sense of commitment. In only a few lessons, however, did pupils express enjoyment. Occasionally pupils ask questions and seek answers but there are few instances where pupils can learn from their mistakes as well as successes.
124. The quality of teaching is generally sound. Most lessons are well prepared, with sound content and effective use of resources. There is clear progression in content, building effectively on the previous lesson. Much practical work is prescriptive; pupils are rarely involved at the stage of designing and planning these activities. With few exceptions, notes are dictated by the teachers. In a minority of lessons where they are encouraged to think for themselves, their responses are positive and show how able pupils can display scientific skills of a high order. During class practical work teachers are not active in probing pupils' understanding and in reinforcing science concepts.
125. The department offers a broad and balanced science curriculum. In Key Stages 3 and 4 pupils are taught in ability sets. The bottom set is taught by the special needs department with support from the science department. Overall time allocation for science at both key stages is insufficient to cover all the Programmes of Study in National Curriculum science. Schemes of work are generally sound with some good features. At both key stages work is mapped appropriately to ensure coverage of Programmes of Study. There are planned investigations for each year and pupils carry out assessed investigations which are recorded and attainment levels are matched against the National Curriculum level statements. Attendance at the Faraday lecture and educational visits to places of scientific interest, enrich pupils' learning.
126. Homework is set regularly and completed conscientiously. Many tasks involve completion of work started in the class or written tasks based on the practical work attempted in lessons. There is little evidence of extended tasks and problem solving enquiries which require extended research and use of the library/CD-Rom. Assessment, recording and reporting meets the statutory requirements. At best marking is regular, constructive and provides positive feedback. More generally it consists mainly of a check of accuracy, a brief comment and a mark, without critical evaluation of pupils' strengths and weaknesses. GCSE Sc 1 investigations and other course work are marked thoroughly and reflect the care given to moderation and standardisation.
127. In matters of communication, organisation and routine administration the leadership of the department is sound and effective. The faculty handbook contains useful information and has the potential to be developed further as a guide to the faculty's policies and practice. The development plan has rightly identified monitoring, identifying under-achievement and a sharper focus on teaching and assessment. Strategies for raising pupils' standards of achievement and to ensure that new initiatives and policies are applied consistently, are not in place.
128. Science is taught by five suitably qualified and experienced members of staff though the balance of subject specialisms is less than satisfactory. They have benefited from the school appraisal system and resulting in-service training. The technician support is

inadequate to service the considerable amount of investigations being undertaken by the department. Specialist accommodation is adequate for the present needs. The departmental capitation is low. There is a barely satisfactory range and quantity of apparatus and materials. Book provision is unsatisfactory and pupils are not issued with science textbooks. The library contains a very modest range of books to support the work of pupils. The department has two computers which are used occasionally for simulation but their use in data logging, controlling and simulation experiments is under-developed.

## **Other subjects or courses**

### **Art**

129. At the end of Key Stage 3 standards of attainment are generally above average. Work in developing pattern in colour is strong and imaginative. There is also good work in three dimensional design using a variety of constructional materials and techniques. Some observed drawing is good though there is not enough emphasis on direct observation and experience. Work done from secondary sources, for example photographs, is less interesting. Design skills develop well and in a sequential way from black and white to colour and from two dimensions to three. Art appreciation lessons represent a worthwhile line of study but currently do not link up with formal aspects of National Curriculum Programmes of Study in a way which would enhance pupils' understanding of basic elements like colour and form. Progress is good throughout the key stage except in the area of information technology which is under-developed. Pupils with special educational needs make good progress in relation to their prior attainment. The most able are challenged appropriately and the less able achieve good success.
130. By the end of Key Stage 4, pupils' attainment in art is average, or slightly below, in comparison with national standards. Pupils produce strong work in design but drawing and composition are weak. In GCSE examinations girls achieve results near the national average but the boys' performance is well below the national average. As at Key Stage 3, there is a lack of progress in information technology. Progress, generally, is variable across the ability range but pupils with special needs make sound progress.
131. Pupils respond well to the teaching; they are attentive and a good working atmosphere prevails in studios. Occasionally, when classes are large, pupils' behaviour falls below acceptable standards
132. At Key Stage 3, the teaching is mainly sound or better. Lessons are well planned and in the best instances material is well conceived and stimulating. Where teaching is less successful, there is over dependence on secondary sources, rather than direct observations. The use of a number of non-specialist teachers to cover the increased teaching programme shows promise but its organisation is not yet effective. At Key Stage 4 much of the teaching involves tutorial support with GCSE project work. This requires versatility and judgement. Both needs are met.
133. The department is well led and forward planning is thoughtful and thorough. At both key stages the curriculum is sufficiently broad to meet statutory requirements and time allocation is adequate. Assessment throughout the two key stages is thorough, consistent and in line with the school's policies. Display in the department is very effective as a learning resource.

### **Design and technology**

134. Attainment at the end of Key Stage 3 is in line with national expectations. Pupils are able to undertake an activity, change variables and use sensory testing to observe results. They have a range of skills to be applied when designing and making. For example, pupils are able to soft solder onto printed circuit boards and make use of vacuum forming equipment.

135. Attainment at the end of Key Stage 4 is in line with, and in some cases exceeds, national expectations. In food studies pupils are able to evaluate practical results and use these as the basis for further work. In systems courses pupils are able to design and model solutions to real practical needs. There is some uncertainty about technical terms at the end of Key Stage 4. The 1996 examination results in technology were above the national average although only one third of the year group was entered for the examination. Information technology is integrated throughout with design and technology which has a positive effect on the range and quality of work produced.
136. Progress in both key stages is sound and at the end of Key Stage 4 sometimes better. Some strategies are in place to allow pupils to make progress according to their ability, but this is not universal. In both key stages pupils apply numerical skills when measuring and calculating. In group discussions pupils are encouraged to participate and usually speak freely and sometimes with fluency. There is some good quality, individual extended writing for some options in year 11. Good quality computer generated graphics is a feature of the faculty and pupils are engaged in computer aided design and manufacture throughout Key Stage 3.
137. Pupils' responses to design and technology are usually satisfactory or better. In many lessons it is good or very good. Relationships between staff and pupils are good. Pupils apply themselves well to the set tasks and generally sustain concentration and enthusiasm.
138. Teaching is at least satisfactory, with the majority being good or very good. The head of faculty sets a very good example. In all cases teachers' knowledge and understanding are very good. All lessons were characterised by good organisation and in most cases pace is good. Preparation and provision of resources are positive features of all lessons seen though teaching approaches do not always allow pupils to develop independent study skills.
139. Course planning is good although the time allocation in Key Stage 3 is low. The assessment system allows for the recording of pupils' progress to help with further planning. Homework is used to support learning. This, together with classwork notebooks, is marked regularly with helpful comments.
140. The faculty is well led. Regular minuted faculty meetings are held and there is a strong team spirit. Development planning, linked to the school's plans, spans a three year period. There is no provision for overall monitoring of teaching. The faculty has very good links with the primary phase.
141. There is a very good match of staff qualifications to the demands of the curriculum. All staff have a good record of recent in-service-training, much of which is linked directly to the needs of the subject. Each area presents a very good learning environment although some rooms are rather cramped for current class sizes. The faculty has planned good quality booklets to support topics, but provision in the library to support independent learning is inadequate.

### **Information technology**

142. Attainment at the end of Key Stage 3 is in line with, and sometimes exceeds, national expectations. Programmed lessons and work in some faculties allow for good coverage of many elements of the Programme of Study. Good examples of applications of information

technology were seen in history, music and modern languages. Attainment at the end of Key Stage 4 is in line with national expectations in some elements, for example, in the use of databases in business studies and in relation to careers education. However, not all elements are covered by all pupils nor do all curricular areas contribute to the delivery of information technology. In both key stages information technology is not used systematically to enhance teaching and learning.

143. Progress throughout Key Stage 3 is sound and sometimes better. Some strategies are used to allow pupils to make progress according to their abilities. Suitable targets are set for pupils with special needs. In Key Stage 4 progress with some elements is sound in some curriculum areas only and overall progress is unsatisfactory.
144. Pupils' response to information technology is usually good or better. They are usually engaged by the set tasks and work with enthusiasm and perseverance. Relationships between pupils and staff are good.
145. Teaching in Key Stage 3 is good. Good lessons are characterised by thorough preparation of hardware, software and supporting printed materials. All teachers seen were secure in their knowledge and understanding of information technology. Towards the end of Key Stage 4, teaching of some elements in business studies is satisfactory or better.
146. Curriculum planning at Key Stage 3 is detailed and good. The assessment allows individual pupil's progress to be monitored but the work across faculties is not coordinated nor monitored sufficiently to ensure pupils' entitlement together with good continuity, progression and transference of skills, knowledge and understanding.
147. Key Stage 3 is the responsibility of a post-holder and this area is well led, organised and managed. There is a good match of training and experience in the staff who provide programmed information technology lessons. In Key Stage 4 some needs, for example of business studies, careers and design and technology are met. Otherwise the expertise is less widespread. The school has addressed information technology needs in development planning and some in-service-training has been undertaken.
148. There is some good usage of the computer suites by faculties, but there is no system to ensure that all curriculum needs are met in Key Stage 4. There are good quality supporting materials in Key Stage 3. The library provision to support learning in information technology is inadequate.

### **History**

149. The standards of attainment in all lessons is at least satisfactory and in the vast majority it is good. Standards in Key Stage 3 are above the national expectation in the majority of lessons observed. At Key Stage 4 the level of attainment is well above the national expectation. GCSE examination results in 1996 show A\*-C grades at 70% compared with the national average of 52.3%. This level of achievement has been maintained consistently over recent years. Overall standards of attainment within, and across, both key stages are good.
150. Pupils make good progress in history. In all lessons observed, within and across the key stages, progress is above average. Pupils display good understanding and knowledge and the confidence and competence to complete tasks. The ability to discuss issues, examine a

variety of historical sources and to write to a good standard is consistently evident. At both Key Stage 3 and Key Stage 4 there is clear evidence of progression and in this respect the school is adding to pupils' prior attainment.

151. The attitudes to learning in all lessons are good. Pupils are well behaved, attentive and enjoy the work they do. Relationships between fellow pupils and pupils and teachers are very good. Pupils work well individually, in pairs and in groups.
152. The quality of teaching in all lessons is good. Teachers have a secure command and knowledge of their subject and consistently display the ability to communicate their knowledge in an enthusiastic and interesting manner. Lessons are well planned, with commendable variety and sustained pace. Resources are well used and a variety of teaching methods are employed which add to interest, enjoyment and attainment levels. A general awareness of the requirement to match tasks and delivery to the needs of all pupils is evident consistently. The standard of work produced by the pupils is good, both in terms of content and presentation. Homework is set regularly and all work is marked consistently in an informative and constructive manner.
153. All statutory requirements of the National Curriculum are met. Departmental policy documents and schemes of work are good and closely adhered to. The department is very well managed with close co-operation between departmental members, a very commendable and productive feature.

### **Geography**

154. During the week of the inspection the head of department was on long term compassionate leave.
155. Pupils make satisfactory progress at Key Stage 3, including those with special educational needs. By the end of the key stage overall attainment is average for their age. During the Key Stage pupils are able to work independently, producing accurate and well presented work, for example, relief map work. Pupils gain knowledge and a degree of understanding of the topics covered, for example, aspects of weather and tropical rain forests and can extract information from a range of geographical sources.
156. Pupils make satisfactory progress at Key Stage 4 with overall attainment being above average at the end of the key stage. Field work carried out at Skipton is particularly good showing a range of investigative skills. The proportion of pupils achieving GCSE grades A\* - C is above the national average and well above the school's average. Boys and girls achieve equally well. Pupils' written work is varied, usually thorough and well presented, although their oral contributions are brief. At Key Stage 4 most pupils can research topics effectively and their problem-solving skills are developing well as shown, for example, in studies of National Parks and Ordnance Survey Mapwork.
157. In both key stages pupils behave well. Pupils, including those with learning difficulties, show interest in the subject and are attentive. Pupils are capable listeners, watch carefully and ask sensible questions.
158. The quality of teaching is generally satisfactory or good. In the best lessons planning is thorough, explanations are clear, there are high expectations and the teachers and pupils work together to achieve the lesson objectives.

159. Pupils' files are marked inconsistently and marking does not inform pupils about how to improve their work. Schemes of work meet National Curriculum requirements and resources are adequate and well managed, except for insufficient access to information technology. Accommodation is cramped and restricts flexible teaching methods.

## Modern languages

160. Standards of attainment in modern foreign languages are average in both key stages, with above average levels of pronunciation. A programme of grammatical awareness and opportunities for extended writing have raised the achievement of the more able, particularly in French at Key Stage 4. The percentage of pupils gaining grades A\*-C at GCSE is above average. In German, the results have improved over the last three years and the better than average performance of boys is a reversal of the national picture. In French, the slight decline in the percentage of grades A\*-C is attributable to the boys' results, though the boys in 1996 still achieved in line with national expectations.
161. In both key stages progress is generally satisfactory. Where challenging tasks are set in speaking and writing as, for example, in the higher bands in years 10 and 11 French, and in some mixed ability classes in year 7, progress is good. In French, time with some of the less able is not used productively. Pupils with special needs are very well integrated, although some in-class support would free the teacher for other tasks.
162. Pupils usually show interest in their work and respond enthusiastically to those lessons where there is a good variety of activities and stimulating resources: for example, language games with mime and flashcards. They always persevere even when, as in a minority of lessons, work is monotonous or lacks challenge. Pupils come to lessons equipped and ready to learn, although some do not take care of their exercise books and do not respond to the teacher's suggestions for neater presentation.
163. In the vast majority of lessons teaching is at least satisfactory and in nearly half is good, particularly in French. The best teaching makes effective use of the target language, provides attractive and effective resources, and a variety of activities including lively group and paired work, to engage pupils' interest and to give opportunities for independent learning.
164. Regular formal and informal assessment of the pupils' work and progress is conducted. Teachers' marking is regular and careful but pupils are not encouraged to correct and improve on their own individual weaknesses and inaccuracies.
165. The modern languages curriculum fully complies with statutory requirements. Those pupils studying two foreign languages in Year 11 have not been allotted enough curriculum time and have been taught in a group with pupils following a different syllabus, but this unsatisfactory situation has now been remedied for the current Year 10. Some large group sizes in the higher bands are hindering the development of good teaching and learning strategies. The social and cultural education of pupils is enriched by visits and exchanges abroad, the languages club and good quality display.
166. The team of specialist staff is well led: detailed schemes of work show very good awareness of the requirements of the National Curriculum and the changes in public examination syllabuses at Key Stage 4. The excellent programme of staff development is having a beneficial effect on pupils' learning. Whilst the accommodation in the specialist suite of teaching rooms is generally satisfactory, it is insufficient to facilitate small group work.

## Music

167. At the end of Key Stage 3, standards of achievement are broadly in line with national expectations. Pupils are involved in all aspects of National Curriculum music. They compose and perform in most lessons and some lessons have a focus on listening activities. Pupils' progress is generally sound, although it becomes slow towards the end of the key stage. Throughout the key stage, pupils' progress in singing is less than satisfactory. Musical activities and projects are appropriate for the majority of pupils, though the more musically able pupils are often not challenged sufficiently.
168. At the end of Key Stage 4, standards of achievement in lessons are in line with national expectations, although GCSE results for music have been below national averages in recent years. Eight pupils are preparing for GCSE in year 11 and many are producing good compositions which display a sound knowledge of melody and harmony and are written in a variety of styles. The work of a very few pupils is unsatisfactory. Pupils use computers effectively when composing. Progress is sound throughout the key stage with the majority of pupils displaying development and improvement in their musical skills.
169. In both key stages, the majority of pupils have positive attitudes to music. Relationships in class are generally sound and pupils work collaboratively, although there are isolated examples of poor behaviour. Pupils use musical equipment with care and share the responsibility for setting it out, and storing it.
170. At Key Stage 3, the quality of teaching is never less than sound and is good at Key Stage 4. Lessons are well-prepared and generally move at an appropriate pace. A variety of activities helps to stimulate pupils' interests and a range of teaching styles is employed. There is a wide range of resources which are used extensively and effectively in class although the computers were not seen in use in Key Stage 3 lessons during the week of the inspection. Lessons which do not take place in the main music room are less well resourced. In the majority of lessons observed, teachers had a secure knowledge of music, although some lessons were less successful when taught by non-specialists. Work sheets are used extensively and are effective as a learning resource. In the majority of lessons observed, learning objectives were stated and were usually achieved. Homework, which is set in both key stages, often enhances work done in class. Ongoing assessment of pupils' work takes place during practical activities and listening skills are assessed through the use of worksheets. At Key Stage 3, time is often wasted at the beginning and end of lessons when monitors are setting out, and clearing away, equipment.
171. There are well-organised schemes in place for the provision of weekly instrumental lessons, involving approximately sixty pupils, and there is a varied programme of weekly extra-curricular activities which includes the orchestra of thirty players. There are no choral groups, although pupils in the cast of 'Cool Cats On The West Side' have singing opportunities.
172. The music department is well-managed. The policy and schemes of work are particularly good and other music teachers are able to draw on carefully prepared worksheets and cassettes. The instrumental teaching scheme is organised efficiently.

### **Physical education**

173. Attainment at the end of Key Stage 3, in terms of national expectations, is average. Attainment at the end of Key Stage 4 in lessons is average. Results obtained in GCSE are now well above average in terms of A\* - C grades. In lessons across both Key Stages

pupils with special educational needs and those with English as an additional language are attaining appropriately for their age and capabilities. All pupils understand the need for warm-up before strenuous physical exercise but are less secure in their knowledge of warm-down procedures. All pupils display knowledge and understanding of the techniques and skills being taught. Attainment in basketball at Key Stage 4 is affected adversely by the size of the accommodation available for teaching.

174. Progress is satisfactory across both key stages and good in some year 10 lessons. Where it is good, clear advances are made in the acquisition of the skills and techniques needed and pupils are able to perform well, both as individuals and as members of a group or appropriate team. In GCSE theory lessons the progress of pupils with special educational needs suffers because of inappropriate resources.
175. Attitudes to learning at both key stages and in examination groups, particularly in year 10, are generally good. Pupils are keen, show enthusiasm, are punctual and able to sustain concentration in lessons. Pupils behave well, in and around the department, and are supportive of the ethos within which the subject is taught. They are courteous and trustworthy and respect the accommodation and resources at the disposal of the department. Some pupils show initiative and are willing to take responsibility, for example, in the setting up of equipment and in group work in dance. In lessons pupils work collaboratively and respect the differing abilities of their peers.
176. Teaching is never less than satisfactory and in seventy-five per cent of the lessons is good. Teachers' knowledge and understanding of the subject is good. Where teaching is good, lessons are well managed and structured, expectations of pupils in terms of both discipline and performance are high, pupils are given the opportunity to assess their own and others' performance and a wide variety of activities keeps pupils on task. Where teaching is not as good the few non-participants are not fully involved and time management is not handled well. Homework is set and marked for GCSE physical education.
177. The management of the department is good with effective curriculum planning, good documentation and appropriate staff deployment. Overall the curriculum on offer to the pupils is broad, balanced, allows for progression and meets statutory requirements. Time allocation is sufficient at Key Stage 3 and for the examination groups but is limited for lessons at Key Stage 4. Assessment procedures within the department are in place but there is some inconsistency in awareness amongst pupils as to how they are actually being assessed. Accommodation and resources are used to maximum effect.
178. An extensive range of extra-curricular activities is on offer with open access to all. There is a programme of competitive opportunities for the pupils, over 400 of whom have participated in competitive events over the last twelve months. Some pupils have achieved individual and team success at the local level and individuals have had further success at the national level.

### **Religious education**

179. The standards of attainment in all lessons are at least in line with national expectation though some pupils are achieving above national average. At Key Stage 3 all pupils achieve national expectations with a significant number achieving at a higher level. At Key Stage 4 the level of attainment is above the national expectation. GCSE examination results in 1996 show A\*-C grades at 63% compared with the national average of 53.3%. This

level of attainment has been maintained consistently in recent years. The syllabus is based on the Locally Agreed Syllabus and all statutory requirements are met.

180. Pupils of all abilities make at least satisfactory progress in religious education. In more than half of the lessons observed, within and across key stages, the level of progress is good. Pupils show good understanding and knowledge and consistently complete tasks with competence and confidence. Pupils discuss issues, appreciate different viewpoints and beliefs and respect the different aspects of the range of world religions covered. Pupils' work provides clear evidence of progression both within, and across, key stages.
181. Pupils display good attitudes to learning. They are well behaved, attentive and show enjoyment and interest in the work they do. Relationships between pupils and between pupils and staff are very good. Pupils work well individually, in pairs and in groups.
182. The quality of teaching in religious education is of a good standard. Teachers have a secure command and knowledge of their subject. This is enhanced by the departmental policy of bringing in outside speakers and contributors on a regular basis. Teachers communicate their knowledge and explain tasks clearly and sympathetically. A wide variety of resources and teaching styles are employed effectively. Careful consideration is given to preparing tasks suited to the needs of pupils of differing abilities and this is clearly evident in consistently well-planned lessons.
183. The department is well managed and staff work well together. It has recognised a need to develop further marking and assessment policies so that they inform better future planning and development. The departmental policy statements and schemes of work are good. Religious education also makes a very significant contribution to the spiritual, moral, social and cultural development of the pupils.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

184. This inspection of Walton High School was undertaken by 12 inspectors who spent a total of 46 inspector days in the school. The evidence in the report is based upon a total of 131.25 hours observation from 195 lessons or part lessons distributed across the Key Stages 3 and 4.

The evidence also includes:

inspection of a range of other school activities, including assemblies and registration,

Observation of lunchtimes, break times and informal discussions with pupils at these times

Inspection of schemes of work

Inspection of development plans,

inspection of books and other work of three pupils from each age group, selected by the teachers to represent the full range of attainment;

inspection of written reports to parents,

discussions with the headteacher,

discussions with the chair of governors;

discussions with the heads of departments,

discussion with pupils in each age group about aspects of their work;

discussions with members of teaching, learning support and non-teaching staff;

discussion at a meeting attended by 52 parents prior to the inspection.

223 responses to the parents' questionnaire

## 185. Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
Y7 - Y11	767	22	77	225

### TEACHERS AND CLASSES

#### Qualified teachers (Y7 - Y11)

Total number of qualified teachers (full-time equivalent)	44.40
Number of pupils per qualified teacher	17.27

#### Education support staff (Y7 - Y11)

Total number of education support staff	10
Total aggregate hours worked each week	76.5

Percentage of time teachers spend in contact with classes:	80	
	KS3	80
	KS4	77

### FINANCIAL DATA

Financial year:	96/97
Total Income	1,506209
Total Expenditure	1,522928
Expenditure per pupil	
Balance brought forward from previous year	- 7178
Balance carried forward to next year	-23897

## PARENTAL SURVEY

Number of questionnaires sent out:	744
Number of questionnaires returned:	223
Percentage return rate:	30

### Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25	65	5	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	50	5	4	1
The school handles complaints from parents well	21	49	22	6	2
The school gives me a clear understanding of what is taught	20	63	11	5	1
The school keeps me well informed about my child(ren)'s progress	31	59	5	4	1
The school enables my child(ren) to achieve a good standard of work	30	60	7	3	0
The school encourages children to get involved in more than just their daily lessons	36	50	11	2	1
I am satisfied with the work that my child(ren) is/are expected to do at home	27	59	4	8	2
The school's values and attitudes have a positive effect on my child(ren)	26	52	17	4	1
The school achieves high standards of good behaviour	25	55	13	5	2
My child(ren) like(s) school	34	54	8	2	2

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