

Archbishop Temple School A Specialist Church of England College

Inspection report

Unique Reference Number	119814
Local Authority	Lancashire
Inspection number	327140
Inspection dates	8 May 2009
Reporting inspector	Vincent Ashworth HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of students	11–16
Gender of students	Mixed
Number on roll	
School (total)	779
Appropriate authority	The governing body
Chair	Mrs Janice Astley
Headteacher	Mr Darren Hugill
Date of previous school inspection	19 October 2005
School address	St Vincent's Road Fulwood Preston Lancashire PR2 8RA
Telephone number	01772 717782
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Age group	11–16
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: students' achievement and standards; developments since the last inspection; the effectiveness of teaching and; the extent of students' personal development and well-being. Evidence was collected from: the school's own self-evaluation; national published assessment data and the school's own assessment records; planning and monitoring documents; direct observation of the school at work; meetings with staff and students and from parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Archbishop Temple School is a smaller than average sized school. Students are drawn from a wide area and demand for places is high. Most students are of White British heritage and there are slightly more girls than boys. There are few students for whom English is not their first language. Students from minority ethnic backgrounds currently represent around 11% of the school's population. The proportion of students entitled to free school meals is low, as is the proportion with learning difficulties and/or disabilities. The school has been awarded dual specialist college status for technology and humanities and is designated as a Consultant School (Advanced) by the Specialist Schools and Academies Trust. Awards achieved by the school include Healthy Schools and the Financial Management in Schools standard.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Archbishop Temple School provides an outstanding quality of education for its students. The result is that students grow to be articulate and highly motivated young people, with a common aspiration to achieve well in all they do. The outstanding leadership of the school is strongly committed to promoting not only the students' academic achievement but also their personal development. The school has much to celebrate. The quality of teaching has improved; as has the guidance students receive on how to achieve their very best. Consequently, standards have risen even further and more students now leave school with higher grades in their GCSE examinations. On top of this, the outstanding features identified at the last inspection have been either maintained or enhanced. This is a very popular school and demand for places is high. Parents are overwhelmingly positive about the school. One parent summed up the ethos of the school saying, 'my child has become a happy, confident teenager, making excellent progress' and another saying 'my son loves school and enjoys the challenges and encouragement from the staff, he feels he is appreciated and valued'. A small minority of parents feel that the school could do still more to improve communication with parents.

Attainment on entry is above average with a higher than average proportion of more able students. Standards in national tests at the end of Year 9 are exceptionally and consistently high and achievement is excellent. By the end of Key Stage 4, students achieve very well and reach exceptionally high standards. A significantly higher proportion of students attain a good grade in at least two science subjects than do so nationally. Almost all students attain five good GCSE passes. At 85% in 2008, the proportion of students who attain five A* to C grades, including English and mathematics, has increased significantly over the last three years. There has also been a steady rise in the proportion of students attaining the very highest grades in their GCSE examinations. In 2008, around half the examination entries resulted in an A* or A grade. Standards and achievement in mathematics are outstanding. Students also achieve well in design and technology and history. Although standards in English are high and improving, fewer achieve at the very highest levels of attainment in both Key Stage 3 and Key Stage 4. The school recognises this and a new head of faculty is already moving the department along in leaps and bounds. Boys achieve particularly well. Most girls make at least good progress. However, the progress made by a small number of middle-ability girls slows slightly during Key Stage 4. The excellent progress made by students with learning difficulties and/or disabilities and the fact that all students leave school with at least one GCSE, is testimony to the school's commitment to inclusion.

Students' spiritual, moral, social, and cultural development is a substantial strength of the school and contributes strongly to its distinctive ethos. Students' behaviour in school is good and this has a positive impact on their learning. They thoroughly enjoy being at school and this is well demonstrated in their consistently high attendance. The move from a year group structure to a house-group structure has had a profound impact on students' outstanding personal development and their well-being. 'It's like being in a family' said one student, a view that many agreed with. Older students are excellent role models; the care and consideration they show for their younger house members contribute enormously to the strong sense of

fellowship that pervades the school. Consequently, younger students feel safe, secure and able to flourish. They are encouraged to adopt healthy lifestyles and a high proportion of students are actively involved in a wide variety of sporting activities. Students have a clear sense of right and wrong; they have a well tuned awareness of moral and social issues. The effective interaction between the school and its community is mutually beneficial and significantly enhances students' personal development. They relish the many opportunities to take responsibility, for example, through the peer anti-bullying scheme, the school council and house system. Students are well integrated with consultative processes that evaluate provision and contribute to decision making. The 'student voice' really matters at this school and their opinions count. The school council is active and students know how to run it fairly. The school ensures that students are well prepared for the world of work or further academic study.

The school judges teaching and learning to be outstanding. Rigorous procedures underpin this judgement. Visits to lessons during the inspection corroborated the accuracy of the school's judgement on the quality of teaching. Since the last inspection, a senior manager has been given responsibility for monitoring and improving this aspect of the school's work. The focus on more systematic lesson observation, coupled with the encouragement to share good practice between departments, has resulted in greater consistency in the quality of teaching across the school. This contributes enormously to students' excellent achievement and their enthusiasm for learning. The school is well on its way to ensuring that all teaching is as good as the very best. Trusting and caring relationships, creativity and a focus on academic enquiry, and not least fun, are what makes teaching special in the school. Specialist status has been used well to improve resources and facilities to support learning. Assessment procedures very effectively ensure that all students reach their potential. Students know how well they are doing and exactly how to reach their next targets. This is because teachers monitor their progress diligently, identify their needs quickly, and target individual support for maximum impact.

The curriculum is outstanding because managers keep it under regular review and relentlessly seek ways of ensuring that provision is tailored to meet students' individual needs, aspirations and potential. For example, plans are now underway to increase the take up of modern foreign languages at Key Stage 4. The school provides students with a wide range of subjects and choices which has a positive and significant impact on their learning. The school successfully encourages wide participation in enrichment activities such as trips and visits abroad which contribute significantly to students' enjoyment and cultural development.

Outstanding care, guidance and support underpin the excellent progress that students make. A rigorous pastoral system identifies those at risk and the school has put in place programmes to cater for their needs. Strong links with external agencies mean that specialist support is always available for any students facing troubled times. Child protection procedures are firmly in place and meet statutory requirements. Year 11 students are very well supported in preparing for when they leave school. The very high proportion opting to further their education reflects very well on their experience at school.

Leadership and management have improved significantly since the last inspection.

Despite the restricting nature of some of accommodation, the school runs very smoothly. The ethos of high expectations that is conveyed to students is equally apparent at all levels of management. The leadership of the headteacher is outstanding. The headteacher's aims for the school to be welcoming, caring and successful are shared by staff, parents and governors. He is ably supported by an impressive team of senior managers. Targets for the school and individual departments are challenging but realistic. Targets in specialist college subjects are fully met and often exceeded. A strong focus on professional development has increased the capacity of middle leadership. Heads of faculty are becoming increasingly involved in leading change and improving the quality of teaching and learning. The reinvigorated strength of middle leaders and the school's specialist status has developed a common sense of purpose. The school's self-evaluation is thorough, honest and accurate. Plans made to improve the school correctly identify the most important priorities that will have the greatest impact on raising both the quality of students' learning and their outcomes. Outstanding governance is supportive, well informed and holds the school rigorously to account for its effectiveness. The school's contribution to community cohesion is good. Plans are well under way to create more opportunities for students to work alongside and learn from young people from different backgrounds and faiths.

With a proven track record in raising standards, a razor-sharp overview of students' progress and a clear ambition for the future, the school has outstanding capacity to improve.

What the school should do to improve further

- Raise the achievement of a small number of middle-ability girls in Years 10 and 11.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



11 May 2009

Dear Students

Inspection of Archbishop Temple School A Specialist Church of England College, Lancashire, PR2 8RA

Thank you for making me so welcome when I inspected your school recently. You helped me to understand how your school works and what makes it so special. I was also pleased that many of your parents took the time to complete the questionnaire I sent. The vast majority of parents are highly supportive of your school because they feel you enjoy school, you are safe and you fulfil your potential. I agree with them and for that reason your school has been judged to be outstanding.

You achieve high standards in your work and make excellent progress during your time at school. I did notice however, that a small number of girls do not achieve the grades they are capable of in their GCSE examinations and have asked the school to improve this. Some of the girls I spoke to had lots of ideas about how their progress could be accelerated in Years 10 and 11. I am confident that the school will draw on your suggestions.

What struck me the most about the lessons I visited was your very positive attitudes to learning and the respect you show for each other and the adults who work with you. For this reason I judged your personal development and well-being to be outstanding. Your results in mathematics are phenomenal because of the sparkling teaching in this subject. I also noted that teaching in English has improved and consequently you are making strong progress in lessons. The excitement and buzz for learning in a Year 9 English lesson has inspired me to read 'The Boy in the Striped Pyjamas'. Probably the highlight of my day was meeting the school council. You are all really lucky to have such an impressive group of young people making sure that staff and governors understand clearly the things that concern you about school life.

I wish you well in the future.

Yours faithfully

Vincent Ashworth HMI