



The Giles School

Inspection report

**Better
education
and care**

Unique Reference Number 120719
Local Authority Lincolnshire
Inspection number 291841
Inspection dates 19 September 2006
Reporting inspector Martin Cragg HMI

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

Type of school	Modern (non selective)	School address	Church Lane
School category	Foundation		Old Leake
Age range of pupils	11 - 18		Boston, Lincolnshire PE22 9LD
Gender of pupils	Mixed	Telephone number	01205 870693
Number on roll (school)	985	Fax number	01205 871426
Number on roll (6th form)	149		
Appropriate authority	The governing body	Chair	Mrs Francis Grant
		Headteacher	Mr C Walls
Date of previous school inspection	26 - 30 November 2001		

Age group	Inspection date(s)	Inspection no.
11 - 18	19 September 2006	291841

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors in a one day visit.

The inspector met with a range of staff and pupils. A number of observations of lessons were conducted, some with members of the school's senior team. Visits were made to an assembly, the school canteen, break time activities and the learning support centre. Discussions with a governor and over 250 questionnaire responses from parents assisted the writing of this report.

Description of the school

This is a modern (non selective) school located in an area where selection of around a third of pupils for grammar schools takes place. The school is popular and oversubscribed. The sixth form has expanded significantly recently and is distinct in that the majority of its courses are vocational. The proportions of pupils eligible for free school meals and with statements of special educational needs (SEN) are below average. There are few pupils from minority ethnic backgrounds or with English as an additional language. However, there is more than the average proportion of pupils with learning difficulties, disabilities or other specific needs. The school has had specialist status in the visual arts since 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

There were many very positive comments on the work of the school in parents' responses to the questionnaire. The school was praised for its 'continuing excellent service', providing a 'well managed and highly motivated environment' where 'teacher / pupil relationships are very good' leading to 'excellent results.'

The Giles School and Sixth Form Centre provides an outstanding education for its pupils. Since its last inspection in 2001 it has continued to improve and to achieve the challenging targets it sets for itself. There is a strong sense that all pupils can achieve well and teachers have high expectations. Pupils reach standards that are above the national average and well above the average for similar schools. They make outstanding progress by the end of Year 11 and in the sixth form.

Pupils' attitudes are good as demonstrated in their good attendance. The majority of pupils behave well in lessons and around the school. They feel safe in the school and trust staff to deal with their concerns. This positive attitude to their work is extended by the high standard of teaching which is well matched to the ability of pupils. Lessons are well planned and most engage pupils in discussion and activities, often using computer facilities. Teachers use their very good subject knowledge effectively. However, despite good questions used by teachers, many pupils make very brief responses orally. There are very good systems for assessing pupils' progress and identifying any underachievement.

The curriculum is outstanding and very well matched to the abilities and interests of pupils. From Year 10 onwards there is a wide range of choice with a particularly broad offer of vocational courses. These allow pupils to progress very effectively into the sixth form and contribute strongly to the high levels of success. Pupils express enthusiasm for the choices they have made. They also appreciate the good range of other activities and events which broaden their experience and build their confidence. The school's specialist visual arts status is successfully increasing the range and frequency of activities with other schools and in the community.

The quality of care, guidance and support is good, and very good in some areas. There is good support for pupils through the tracking of their progress. Pupils with learning difficulties and disabilities (LDD), those in public care and other vulnerable pupils are identified promptly and receive outstanding support to achieve at least good results. Relationships between staff and pupils are very good and pupils report that their teachers always try to help them to improve. Whilst pupils value the programme of personal, social and health education provided for them, the coverage of some aspects promoting healthy and safe lifestyles is limited.

The leadership of the headteacher, senior staff and governors has brought about continuing improvement since the last inspection, leading to high standards and excellent progress, particularly in the most recent set of test and examination results. The senior team provide very clear direction for the school and have developed regular and rigorous systems for monitoring and evaluating the school's progress. Inspection confirms the school's self evaluation that it is outstanding. Areas for improvement are identified accurately leading to prompt and effective action. There is a constant drive to be even better.

Subject leaders and pastoral co-ordinators increasingly monitor the work in their areas of responsibility and pupils' progress. The school's evaluation of its teaching is thorough and uses a common set of expectations. However, although generally very good, leadership and management at this level are not yet consistent across the school. The school's record of improvement and innovation demonstrate excellent capacity to improve further. The school provides outstanding value for money.

Effectiveness and efficiency of the sixth form Grade: 1

The sixth form provides outstanding opportunities for students to follow a mainly vocational curriculum which is very well matched to their needs and interests and builds effectively on courses studied in Years 10 and 11. As a result, they achieve standards which are above average and make outstanding progress. Average attainment on entry to the sixth form is lower than that in most schools. An increasing number of students join from other schools and entry rose by 100% in 2006. Retention rates are high. Sixth form students are very positive about their courses and enjoy the responsibilities available to them, particularly assisting in lower school activities and in local primary schools. The quality of teaching, leadership and management is outstanding and students receive good care, support and guidance.

What the school should do to improve further

- Ensure that teachers improve their use of questions to encourage pupils to make extended and detailed oral responses in lessons.
- Revise the personal, social and health education programme, using specialist contributions wherever possible, to improve pupils' understanding of how to be healthy and stay safe.
- Improve the consistency of leadership and management in a minority of areas.

Achievement and standards

Grade: 1

Pupils enter the school with attainment which is below average, with fewer higher attaining pupils because of the selective admissions process in the area. By the end of Year 11, pupils achieve standards which are above average and make outstanding progress. The school is in the top 5% of schools nationally judged on progress from the levels achieved at the end of primary education. Pupils with LDD, those in public care and other vulnerable pupils make at least good progress.

Personal development and well-being

Grade: 2

Pupils have good attitudes to their learning and work hard to be successful. The majority behave well and respect each other in lessons and around the school. They increasingly choose the healthy meals provided in the canteen. The very good provision of vocational courses provides them with excellent understanding of the world of work and good, practical skills. The school council is effective in contributing to developments in the school, advising on healthy eating and assisting in an audit of bullying. Provision for pupils' spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are excellent. Teachers plan lessons thoroughly and match work very effectively to pupils' abilities. Relationships are excellent and expectations are high. Pupils are challenged by good questions but do not give detailed responses often enough. Pupils are assessed regularly and their progress is reviewed with very good systems for identifying underachievement. Challenging targets are set and teachers provide highly effective support to enable pupils to achieve them.

Curriculum and other activities

Grade: 1

The curriculum is very well constructed and provides an exemplary range of choice from Year 10 onwards, with an impressive offer of vocational courses. Courses are well matched to pupils' ability and ensure progression successfully from Year 11 on to the next level of course in the sixth form. The wide and varied range of additional events and activities, increasingly as part of the school's specialist status, provides very good opportunities for pupils to learn beyond lessons.

Care, guidance and support**Grade: 2**

Pupils receive good care, support and guidance. They have confidence in staff resolving any problems they report. The advice given to pupils on choosing courses in Year 9 and for the sixth form is good. The tracking of progress is thorough and useful support is provided to those identified as underachieving. Support for vulnerable pupils is very good with very effective links to outside agencies. However, some areas of the personal, social and health education programme are insufficiently focused on key aspects of healthy and safe lifestyles.

Leadership and management**Grade: 1**

The leadership and management of senior staff provide very clear direction and drive the school towards constant improvement. There is a very strong focus on raising achievement and expectations. Staff and governors share the school's commitment to do the very best for all its pupils. Governors know the school well and provide good challenge for further improvement. The school's self evaluation is rigorous and accurate. Areas for improvement are correctly identified and effective action taken. There is excellent capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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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	1
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in the Foundation Stage	NA	
The effectiveness and efficiency of boarding provision	NA	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

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

¹ Grade 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	2	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	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 performance is monitored, evaluated and improved to meet challenging targets	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
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	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	



20 September 2006

Dear Pupils

The Giles School and Sixth Form Centre
Church Lane
Old Leake
Boston
Lincolnshire PE22 9LD

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. However, first, I would like to thank you for your openness and co-operation during my visit. I enjoyed meeting some of you and appreciated your comments and opinions.

The inspection found that yours is an outstanding school. You are set challenging targets and you generally achieve them. You make excellent progress by the end of Year 11 and in the sixth form. You have good attitudes to your learning and your attendance is good. The school council is active in suggesting improvements in the school. The range of subjects you have to choose from, especially the vocational courses, is excellent. This broad curriculum and excellent teaching enable you to be very successful. You enjoy the wide range of other activities and events available and get good support from your teachers. Relationships in the school are very strong. The school has a very clear direction and knows its strengths and weaknesses. The headteacher, staff and governors are committed to making the school even better in the future.

There are some areas where the school needs to continue to develop. You can help with some of them.

- Teachers should encourage you through their questions to make more detailed and longer responses in lessons.
- The personal, social and health education programme requires revision in some key areas to help you understand better how to be healthy and stay safe.
- The school should ensure that there is greater consistency in the work of subject leaders.

I am sure that the school will continue to improve. I wish you well in the future.

Yours sincerely

Martin Cragg
Her Majesty's Inspector