

National Society Statutory Inspection of Anglican Schools Report

Archbishop Temple Church of England Voluntary Aided Comprehensive High School and Technology College

St Vincent's Road

Fulwood

Preston

Lancashire

PR2 8RA

Diocese of Blackburn

Lancashire LEA

SIAS Inspection: 17 November 2005

Previous S23 inspection: October 1999

URN: 119814

Headteacher: Mr D Hugill (acting headteacher)

SIAS Inspector NS: Mr. William Leeson

Context

Archbishop Temple Church of England High School and Technology College is a smaller than average Voluntary Aided school serving a wide catchment area to the north of Preston. Most students entering the school are from Christian families, with just over 12% of pupils from a minority heritage. The school is well established as a specialist technology college and up to 10% of Students are annually selected for entry due to their technological aptitude. The number of students known to be eligible for free school meals is lower than average.

Summary Judgement

Archbishop Temple C of E High School's distinctiveness and effectiveness as a Church of England school is good with outstanding features.

Established strengths

- The school, through the Acting Head, senior management team and Governors, is building on the strong foundations laid by the Headteacher and has a clear Christian vision and high expectations.
- Standards in RE are high, led by a member of the senior management team and qualified staff.
- The leading role students play in acts of worship and charity work

Focus for development

- Consult with Diocesan Board of Education about formalising Chaplaincy within the school.
- Explore the use of Diocesan and National Society materials to enhance existing monitoring and evaluation systems.
- With the participation of the whole school revisit the Mission Statement and consider the adoption of a school motto and development of displays.
- Use existing good practice in form worship to deliver consistency of practice across the school.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The way in which the school, through its distinctive Christian character, meets the needs of all learners is good, whatever their faith or lack of religious background. The school makes a good impact on the students' spiritual, moral, social, and cultural development through both curricular and extra curricular provision. This has a positive impact upon the achievement of the students, who feel affirmed and valued. Students feel welcomed and safe because of the school's friendly atmosphere. Students state that they have good opportunities to raise and resolve issues through the School Council, for example, the discussion about the type of hymns sung in Year assemblies. Outstanding emphasis is placed on supporting all pupils resulting in the majority of students achieving high academic progress.

What is the impact of Collective Worship on the school community?

Collective worship makes a good impact on the school community. Worship plays an integral role in school life and is central to the schools development of Christian Witness and spiritual development. Students enjoy worship and play an active part, particularly in form worship, with one student commenting that 'worship gives us a boost for the rest of the day.' The developing role of clergy, actively encouraged by the senior management team and governors is having good impact on worship and links with the local Christian community, as shown by the increasing numbers of students and parents/carers participating in Eucharist services.

How effective is the Religious Education in the school?

Religious Education has a good effect on pupils' development and on the school ethos. RE is valued through being led by a member of the Senior Management team and qualified staff. Cross-curricular links are good with RE identified as an essential to students' personal social, cultural and moral development. Teaching and learning is of a high standard and is reflected in the outstanding KS4 results. Assessment at key stage 3 is well established. Students know what is expected of them and understand the good marking procedures. Religious Education has a significant impact upon the development of the students' Christian Witness. Good status is given to religions other than Christianity and this contributes to the distinctive and inclusive ethos. The RE policy, developed by the school and endorsed by the Diocese, is the framework which underpins the departments success in achieving high standards

How effective are the leadership and management of the school as a church school?

The school leadership team and Governors are outstanding and contribute significantly to the development of the school's distinctive Christian character. The long-term absence of the substantive Headteacher is being managed well. School leaders and Governors have an excellent understanding of their school and its wider community. This is demonstrated through a clear vision and high expectations, based upon Christian values, which permeates across the whole of school life. Effective systems for monitoring the school's distinctiveness as a church school are in place. The school has a close and productive relationship with the local church community. Pupils are given opportunities to engage with the church in the community through the school's provision of an informal chaplaincy service. Staff and students feel valued. Christian purpose is communicated to parents/carers through fortnightly newsletters; an example of this is an open invitation to join Eucharist services.

SIAS NOVEMBER 2005 Archbishop Temple CE VA Secondary School, Lancashire, PR2 8RA