

INSPECTION REPORT

Woodford County High School

Woodford Green, Essex

Redbridge

Unique reference number: 102852

Headteacher: Miss H Cleland

Reporting inspector: Mr E Wheatley
10013

Dates of inspection: 7th – 10th February 2000

Inspection number: 183797

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Community
Age range of pupils:	11 to 18
Gender of pupils:	Girls
School address:	High Road Woodford Green Essex
Postcode:	IG8 9LA
Telephone number:	0181 504 0611
Fax number:	0181 506 1880
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Brock
Date of previous inspection:	October 1994

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr E Wheatley	<i>Registered inspector</i>
Mr P Daruwala	<i>Lay inspector</i>
Mr J Challands	<i>Team inspector</i>
Mr M Flatman	<i>Team inspector</i>
Mrs M Rees	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	7
WHAT COULD BE IMPROVED	10
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
 PART C: SCHOOL DATA AND INDICATORS	13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodford County High School is a girls' grammar school with 839 pupils and students age 11 to 18, and is similar in size to other schools of the same type. The school is made up of predominantly white pupils and students and there are pupils and students of Indian, Pakistani, Bangladeshi, Chinese, Black African and other origins. The school has 298 pupils who have English as an additional language. The main other languages are Gujarati, Punjabi, Urdu and Bengali. No pupils or students have statements of special educational needs, but a very small number of pupils are identified as having medical problems or dyslexia. Two per cent of pupils are entitled to free school meals, which is well below average.

The school is housed in a listed building. Since the last inspection, a small number of additional teaching areas has been added and there have been some internal modifications to accommodate better some specialist subject areas. However, significant expansion which the school has identified as necessary to enable pupils to experience a wider range of sports activities, causes problems as any development must reflect the character of the original building.

HOW GOOD THE SCHOOL IS

This is a very good school with some exceptional features. Standards achieved by pupils and students are very high and reflect the extremely good quality of teaching, advice and care provided by the school. All staff and governors are committed to providing a high standard of education and the headteacher and senior staff provide outstanding leadership and direction for the school to continue with its improvement and rising standards. The quality of pupils' and students' personal development is excellent, and there are many opportunities for pupils and students to take on responsibilities. The school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- Consistently high standards are achieved by pupils and students in public examinations and in the wide range of cultural and sporting activities in which they participate.
- The headteacher and senior staff provide excellent leadership and give clear direction for the school's development through comprehensive planning and priorities focused on continued rising standards.
- Pupils' and students' attitudes to school, the mature way in which they support and help each other and their level of commitment to work and activities provided by the school are outstanding.
- Teaching is predominantly good or better and in just under half of lessons seen is very good and occasionally excellent.
- The personal development of pupils and students is excellent and the contributions made by the Sixth Form students to the life of the school set an exceptionally good example to younger pupils.
- The school's provision for spiritual development is good and for moral, social and cultural development is excellent.
- The school provides an ethos in which the experiences of pupils and students are enriched by the diversity of their cultural backgrounds.

WHAT COULD BE IMPROVED

- Information and communications technology is not fully implemented in Key Stage 4.
- Strategies to observe and evaluate teaching so that good practice can be shared between teachers are not fully implemented in all subjects.
- Some reports to parents do not reflect the school's general good practice of giving details of what pupils and students know, understand and do, nor do they provide targets for further improvement.
- The accommodation of the school is inadequate for in-door physical education activities, and for other teaching areas, most notably English and science.
- Statutory requirements for collective worship are not fully met.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues raised at the last inspection. The school's development and planning processes are now very good with senior staff and heads of departments in collaboration with colleagues producing realistic priorities with costing, strategies for implementation and means to evaluate progress. The length of the school day has been lengthened to provide sufficient time for all subjects. Statutory requirements for the music curriculum are now fully met. There has been considerable improvement in teaching with the headteacher and senior staff having observed teachers and provided

appropriate feedback to help development. However, this practice has not yet been fully adopted by all departments to aid subject development. There has been significant improvement in providing teaching of the full information and communications technology curriculum in Key Stage 3, but not sufficiently in Key Stage 4. The quality of assemblies is good, but not all meet statutory requirements for collective worship.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	A*	A*	A*	A	<i>Excellent</i> A*
A-Levels/AS-Levels	A*	A	A	N/A	<i>Well above average</i> A <i>Above average</i> B <i>Average</i> C <i>Below average</i> D <i>Well below average</i> E

At GCSE the school's results are continually in the top 5 per cent of all schools, and of grammar schools. At A/AS Level, the performance of students has been consistently very high compared with the national average over recent years, with very little variation between years. The quality of work seen during the inspection was equally of a very high standard throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and the wide range of extra curricular activities provided by the school are outstanding and reflect a high level of commitment to achievement in all aspects of pupils' and students' education.
Behaviour, in and out of classrooms	Behaviour is exemplary. Pupils treat work seriously and co-operate with teachers and other pupils extremely well. They show a high level of respect for the school's property and environment.
Personal development and relationships	Personal development and relationships are outstanding. Pupils and students take on responsibilities willingly, respect the feelings and beliefs of others, take the initiative in numerous areas, and help and support each other readily.
Attendance	Pupils' and students' levels of attendance are very good and they enjoy coming to school.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching and learning is good overall. There is a significant amount of very good teaching throughout the school, more notably in Key Stage 4 and the Sixth Form. Eighty six per cent of teaching is good or better and 44 per cent is very good, with a small amount which is excellent. Teaching was seen in most subjects but more in English, mathematics and science. The quality of teachers' subject knowledge is excellent and is reflected in their very thorough lesson planning and the challenge of work provided for pupils. Their teaching of basic skills of literacy and numeracy through their subjects is very good. Teaching methods are generally very good, although the size of rooms sometimes inhibits the range of teaching methods used. Teachers' management of pupils and students is extremely effective and results in excellent relationships, which play an important part in establishing a very good learning environment. The pace of work is good and contributes to pupils' and students' hardworking attitudes. The mutual respect between teachers and pupils, and teachers' high expectations, have a very positive influence on pupils' and students' attitudes to their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and is very good, apart from the provision of information and communications technology in Key Stage 4, where plans have not yet been fully implemented.
Provision for pupils with special educational needs	The provision for pupils who have specific medical conditions or dyslexia is good.
Provision for pupils with English as an additional language	The high proportion of pupils who have English as an additional language have good command of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall and for moral, social and cultural development is excellent. Spiritual provision is very good, although statutory requirements for collective worship are not fully met.
How well the school cares for its pupils	The school takes very good care of its pupils and students. Teachers know pupils and students very well and provide very effective academic and pastoral support. Promotion of good behaviour and the respect and care of others is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide excellent direction for the development of the school. Heads of departments and other staff carry out their management responsibilities very effectively.
How well the governors fulfil their responsibilities	The governors work very effectively through a strong committee structure which works in close collaboration with staff in the school. However, they have not ensured that the school fully meets statutory requirements for a daily act of collective worship.
The school's evaluation of its performance	The school has very effective structures to evaluate its performance through the school development planning process, which has a high level of involvement by all staff. Procedures to observe and evaluate teaching are not fully established in all departments.
The strategic use of resources	The school makes good use of the resources it has. The school plans expenditure prudently, looks for best value and evaluates the cost effectiveness of the services it purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their daughters like coming to school. • The behaviour of pupils and students is good. • Teaching is good. • The school deals with problems and concerns of parents effectively. • The school sets high expectations for their daughters. • The management of the school is good. • The school encourages pupils and students to become mature and responsible. 	<ul style="list-style-type: none"> • A small proportion of parents think that the school sets too much homework. • A small but significant proportion of parents feel that they are not sufficiently well informed about their daughters' progress. • A small proportion of parents feel that the school does not work closely with parents. • Some parents feel that the school does not provide sufficient extracurricular activities.

The views of parents and carers are gathered from the parents' questionnaire, written comments sent to the school when returning the questionnaire and from a meeting held with the registered inspector before the inspection. At the meeting, a small proportion of parents expressed concern at differences in expectations between different teachers, and insufficient information technology experiences for their daughters.

The inspection team is in agreement with the strengths that parents identified. The amount of homework set was seen to be appropriate for pupils and students and the school gives good advice on the time that should be spent on homework. Inspectors agree that some reports are not sufficiently detailed in the comments made on the knowledge, understanding and skills which pupils and students acquire. However, parents are kept well informed through full reports and interim reports that are sent home regularly, and annual parents' meetings for each year in the school. The school sends home regular newsletters, governors' annual reports and other communications. The range of extracurricular activities is very good and is only restricted by inadequate sports facilities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Consistently high standards are achieved by pupils and students in public examinations and in the wide range of cultural and sporting activities they participate in.

1. The school's examination results at GCSE and A-Level are very good and standards of attainment are high across all subjects. At GCSE, the school's results are continually in the top five per cent of all schools with 100 per cent of pupils obtaining five or more A*-C grades. Seventy two per cent of pupils obtained grades A*/A. Compared with other grammar schools, the performance of pupils at GCSE was well above average. In lessons, standards of achievement are also very high and are a result of the challenging work, very good subject knowledge of teachers and the very positive attitudes of pupils. At A/AS Level, the performance of students is very high compared with the national average and this has been maintained over recent years. Standards of literacy and oracy are extremely good. In all subjects, pupils and students are highly articulate. They explain their own thinking and knowledge well, and when new work is taught, the level of debate and questioning between teachers and pupils and students is very high. Standards of numeracy are high and pupils and students are skilful in their use of graphs and mathematical techniques in subjects other subjects as well as in mathematics. In sporting activities, the school does very well and pupils often compete successfully at local levels and occasionally at national level. In music and other cultural pupils and students perform well, often representing their school successfully.

The headteacher and senior staff provide excellent leadership and through comprehensive planning and priorities focused on continued rising standards, give clear direction for the school's development.

2. The headteacher and senior staff work extremely well together with a shared view of how the school should develop and they are well supported by the staff and governors of the school. Continued success in public examinations at age 16 and 18 are clearly the main priority and much of the work of the school is directed at this. However, the school also values achievement beyond success in public examinations and includes areas of development in its plans which focus on increased involvement of pupils and students in social and cultural activities where they have opportunities to develop into mature, responsible adults. The school plans its development very well, and all subject staff are involved in development planning at departmental level to maintain the drive for improving the school's provision. Development plans are extensive and departmental plans generally reflect school priorities, and have additional subject priorities. The quality of evaluation of the degree of success in meeting planning priorities is good. There are shared priorities for improving teaching and developing means to monitor pupils' and students' progress. Great majority of teachers have been observed teaching by the headteacher or senior staff and have

received feedback and targets for individual development. All departments have made some progress in developing their own means to observe and evaluate teaching, and some have made more progress than others. In science for example, considerable progress has been made in establishing a regular programme of observing and evaluating teaching and providing feedback to teachers so that good practice is shared between members of the department.

Pupils' and students' attitudes to school, the mature way in which they support and help each other and their level of commitment to work and activities provided by the school are outstanding.

3. Pupils and students have very positive attitudes to school and develop a very mature approach to their work. They are keen to do well and in lessons, sports and cultural activities they show a sense of resolve and determination that is outstanding. They become increasingly confident as they move through the school. They challenge and question teachers when they have difficulty with learning and are persistent in their efforts until they feel secure in what they find out. They work independently or in collaboration with others extremely well and show a very high level of respect for the opinions and values of each other. Relationships between teachers and pupils and students, and between pupils and students are excellent. Teachers show high levels of respect for pupils and students and this has a significant effect in pupils and students developing the same qualities.

The personal development of pupils and students is excellent and the contributions made by the Sixth Form students to the life of the school set an exceptionally good example to younger pupils.

4. From an early age in the school, pupils show strong personal initiative. For example, classes raise money for charities of their own choice, pupils lead class and school assemblies, initiate debates about issues that concern them and take their concerns to the school council. Older pupils organise and present whole school assemblies. Sixth form students organise and run a wide range of clubs and activities for younger pupils. They also provide peer counselling and academic support for younger pupils, and establish their own groups to follow up particular interests or concerns.

Teaching is predominantly good or better and in just under half of lessons seen is very good and occasionally excellent.

5. The quality of teaching has a significant effect on pupils' and students' achievements. Teachers' subject knowledge is excellent and is evident in the quality of questioning, explanation and the challenge of work set. Teachers' have high expectations and plan work effectively to help pupils and students learn well, which they do. Teachers provide a positive ethos for learning, praising success and effort, encouraging hard work and supporting pupils

very effectively when required to. In the best lessons, teachers show their own enthusiasm for their subject, encourage discussion and debate so that pupils and students explore new ideas thoroughly, and encourage the challenging of statements so that pupils acquire a comprehensive understanding of new ideas. Consequently, pupils sustain their efforts and concentration, express their own ideas extremely clearly and confidently, and make excellent headway with their learning.

The school's provision for moral, social and cultural development is excellent.

6. Throughout the school there are high expectations of behaviour and respect for others and clear guidelines for pupils and students. In lessons, assemblies and other activities the messages of what is acceptable and unacceptable behaviour are well spelt out. Pupils and students learn how people should respect and treat each other and that the values and beliefs of others have at least equal weight to their own. Teachers provide excellent role models for pupils and students. The school provides many opportunities for pupils to develop socially, for example, in raising money through charities, in working together in and around school, as form captain, on extra-curricular activities, trips and residential visits. For older students, provision for social development is excellent through responsibilities as prefects, academic and pastoral counsellors for younger pupils and the very good range of extracurricular activities provided by the school. There is an excellent range of cultural activities including art and music activities, French visits and German exchanges, residential visits, theatre visits, performing and expressive arts activities and sport. Pupils and students mix very well culturally and socially and benefit from their experience of being together in school.

The school provides an ethos in which the experiences of pupils and students are enriched by the diversity of their cultural backgrounds.

7. The ethos for learning in the school is extremely good, and the ways in which pupils and students from all backgrounds mix and work together is outstanding. There is a strong multicultural ethos. Pupils and students respect each other's beliefs, values and traditions. In class and whole school assemblies, issues concerning equality and respect for people whatever their beliefs and religions are considered in depth, and toleration and understanding are encouraged.

WHAT COULD BE IMPROVED

Information and communications technology is not fully implemented in Key Stage 4.

8. Information technology is not taught to all pupils in Key Stage 4, and the school does not have sufficient centrally held information to determine whether the subject is fully covered through other subjects. However, in some subjects there has been considerable development in monitoring what information technology is taught and in planning activities to ensure that pupils receive a broad experience of applications of computer-based work. Plans are advanced to complete the monitoring of coverage of information technology in Key Stage 4, and to ensure that there is full coverage.

Strategies to observe and evaluate teaching so that good practice can be shared between teachers are not fully implemented in all subjects.

9. Great majority of teachers have been observed teaching by the headteacher or a member of the senior management team and have been given feedback on the quality of their teaching and what they need to do to improve further. This process has also started in departments, but is not consistent, because there is no systematic way of identifying teaching strengths and areas for development within individual subjects or of sharing good practice, so that the school's plans to improve teaching can be effectively implemented. In science, developments in teaching observation and evaluation are advanced with a well worked out programme of observation and individual feedback, with targets for improvement and strategies to collate and share findings within the department to aid further development.

Some reports to parents do not reflect the school's general good practice of giving details of what pupils and students know, understand and do, or provide targets for further improvement.

10. In some reports the comments made by teachers are vague and do not give clear indications of what pupils know, understand and can do in that subject, and do not provide targets for pupils to guide them in improving their work. Comments in these reports often focus mainly on pupils' efforts and attitudes to work; these are important but do not give a complete picture of progress within the subject. Occasionally, there is good detail of what pupils have been taught, but this does not show what they know or can do. In the best reports, details of pupils' progress within subjects are detailed, informing parents about what pupils know, understand and can do.

The accommodation of the school is inadequate for in-door physical education activities, and in other teaching areas, most notably English and science.

11. The indoor facilities for physical education are poor and restrict the opportunities for pupils and students to participate in some sports. In particular, standards are most notably lower than expected in volley ball, badminton, basket ball and gymnastics, and this is a direct result of poor facilities. The school has been working for some time, exploring possible developments to improve facilities, but no definite plans have been agreed. Some of the rooms in which English is taught are small, and this restricts the amount of group work and teaching approaches involving drama that can be used. In science, some laboratories are small for the numbers of pupils being taught in them.

Statutory requirements for collective worship are not fully met.

12. Although the quality of assemblies is often very good, with a significant level of pupil involvement and strong moral messages, statutory requirements are not met because opportunities for prayer or reflection are not always included.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13. This is a very good school. All of the issues raised during the inspection are issues the school is aware of, has in its development plan and has been working to improve. To continue to raise standards, the governing body, headteacher and staff must now:

- implement information and communications technology in Key Stage 4, so that all pupils experience the full National Curriculum requirements for the subject;
- establish the good strategies seen in some subjects to observe and evaluate teaching so that good practice can be fully shared between teachers;
- improve reports to parents so that they consistently provide sufficient details of what pupils and students know, understand and do, and provide targets for their improvement;
- implement statutory requirements for collective worship so that pupils and students regularly experience opportunities for prayer or personal reflection;
- continue to explore ways to improve the accommodation of the school so that:
 - * a full range of sports activities can be provided in physical education and;
 - * a wider range of teaching methods can be used in all subjects, especially English and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	39	42	14	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Y7–Y11	Sixth form
Number of pupils on the school's roll	597	242
Number of full-time pupils eligible for free school meals	20	0

Special educational needs

	Y7–Y11	Sixth form
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	6	4

English as an additional language

	No of pupils
Number of pupils with English as an additional language	298

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.7
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	0	120	120

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	N/A	N/A	N/A
	Girls	119	119	119
	Total	119	119	119
Percentage of pupils at NC Level 5 or above	School	100 (100)	99 (100)	99 (100)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC Level 6 or above	School	94 (93)	97 (98)	96 (92)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	N/A	N/A	N/A
	Girls	119	118	120
	Total	119	118	120
Percentage of pupils at NC Level 5 or above	School	99 (100)	98 (100)	100 (100)
	National	31	37	28
Percentage of pupils at NC Level 6 or above	School	92 (96)	97 (92)	93 (95)
	National	31	37	28

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	0	120	120

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	0
	Girls	120	120	120
	Total	120	120	120
Percentage of pupils achieving the standard specified	School	100 (99.2)	100 (100)	100 (N/A)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (N/A)

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

GCSE results		GCSE point score
Average point score per pupil	School	67 (64.4)
	National	37.8 (36.8)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied.	School	N/A
	National	N/A

Attainment at the end of the Sixth Form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-Level or AS-Level examinations.	Year	Boys	Girls	Total
	1999	0	121	121

Average A/AS points score per candidate	For candidates entered for 2 or more 'A'-Levels or equivalent			For candidates entered for fewer than 2 'A'-Levels or equivalent		
	Male	Female	All	Male	Female	All
School	N/A	23.8	23.8 (22)	N/A	2	2 (0)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied.	School	N/A	N/A
	National	N/A	82.5

International Baccalaureate		Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied.	School	N/A	N/A
	National	N/A	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	14
Black – other	6
Indian	154
Pakistani	33
Bangladeshi	22
Chinese	19
White	430
Any other minority ethnic group	92

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

Y7-Y13

Total number of qualified teachers (FTE)	50.2
Number of pupils per qualified teacher	16.7

FTE means full-time equivalent.

Education support staff:

Y7-Y13

Total number of education support staff	6
Total aggregate hours worked per week	190

Deployment of teachers:

Y7-Y13

Percentage of time teachers spend in contact with classes	77
---	----

Average teaching group size:

Y7-Y11

Key Stage 3	26
Key Stage 4	21

Financial information

Financial year	1998/99
----------------	----------------

	£
Total income	2138719.00
Total expenditure	2049170.00
Expenditure per pupil	2440.00
Balance brought forward from previous year	93195.00
Balance carried forward to next year	182744.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	839
Number of questionnaires returned	268

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	44	7	1	1
My child is making good progress in school.	54	44	1	0	1
Behaviour in the school is good.	53	41	2	0	3
My child gets the right amount of work to do at home.	33	53	11	2	1
The teaching is good.	45	49	2	1	3
I am kept well informed about how my child is getting on.	31	46	18	3	2
I would feel comfortable about approaching the school with questions or a problem.	44	44	7	1	3
The school expects my child to work hard and achieve his or her best.	76	21	1	0	2
The school works closely with parents.	21	54	18	1	4
The school is well led and managed.	52	41	1	1	5
The school is helping my child become mature and responsible.	49	44	3	1	2
The school provides an interesting range of activities outside lessons.	37	43	13	3	4