

INSPECTION REPORT

ALL HALLOWS RC HIGH SCHOOL

Macclesfield

LEA area: Cheshire

Unique reference number: 111458

Headteacher: Mr R K Weremczyk

Reporting inspector: Mr G Smart
2780

Dates of inspection: 29 February – 2 March 2000

Inspection number: 183982

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Voluntary aided

Age range of pupils: 11 - 18

Gender of pupils: Mixed

School address: Brooklands Avenue
Macclesfield
Cheshire

Postcode: SK11 8LB

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Appropriate authority: Governing body

Name of chair of governors: Rev P H Burke

Date of previous inspection: October 1994

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	1045	(broadly average)
Pupils with English as an additional language:	0.7%	(well below average)
Pupils entitled to free school meals:	5.5%	(below average)
Pupils on register of special educational needs:	11.5%	(below average)
Average number of pupils per teacher:	17.3	(broadly average)

The school is a mixed 11-18 Voluntary Aided Catholic comprehensive school. It is situated in a pleasant residential part of Macclesfield town, drawing its pupils from a large geographical area, including the immediate vicinity. The socio-economic indicators are positive for the school's catchment area. The school has the full ability range of pupils. Taken as a whole, the intake has higher than average attainment.

HOW GOOD THE SCHOOL IS

All Hallows Catholic High School provides its pupils with a good quality of education. The school is well led and managed. The standards of achievement of the pupils are high, particularly in the sixth form. Pupils make good progress in their learning. Overall, the quality of teaching is good. The behaviour and attitudes to learning of the pupils are very good. The pupils like to come to school. The school provides very good value for money.

What the school does well

- Standards of attainment are high across the school, particularly in the sixth form and in GCSE and A-level examinations.
- The school is well led and managed. The senior management team's individual strengths and responsibilities complement each other and combine to create an effective team.
- Teaching seen was good overall, with very effective teaching in some lessons.
- There is a strong sense of community in the school. This is the result of very good relationships between pupils and teachers, very good attitudes and behaviour shown by pupils and exceptionally good personal development of the pupils.

What could be improved

- The provision for information technology is poor in Key Stage 3.
- The programme for monitoring and evaluation of the work in departments and within classrooms should be further developed.

The school's strengths far outweigh its weaknesses. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1994. The school has maintained high standards over the years. The quality of teaching was judged to be satisfactory or better in 95 per cent of lessons seen. The present inspection shows that this good standard of teaching has been maintained with a very similar proportion of lessons being satisfactory or better.

The school has made very good progress in addressing all four key issues raised for the staff and governing body to address.

The arrangements for the development of the personal and social education of the pupils have been fully reviewed. A very effective system is now in place.

The linking of department development planning with the school's development planning and with the timings of the planning cycles is much improved.

Staff have received extensive training on teamwork and developing middle management roles. The staffing structures have been reviewed and new appointments have been made.

The school has reviewed its accommodation and taken steps to improve the provision, through building and refurbishment programmes. However, the school is, rightly, still concerned about some aspects of the accommodation.

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			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	A	B
A-levels/AS-levels	A	A*	A	

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results in the national tests for 14 year olds have consistently been well above the national average for the last few years, although on a slight downward trend. When the results are compared with those achieved in schools with pupils from similar backgrounds they are below average (similar schools are defined as those with similar percentages of pupils eligible for free school meals). Girls continued to attain higher standards than boys overall, particularly in English, but this is in line with the national picture.

The school is maintaining high standards in public examinations for 16 year olds. Recent improvements are in line with the rising trend nationally. GCSE results have been well above the national average for the last three years. When compared with the results achieved in schools with pupils from similar backgrounds the school's results are still above the average. All of the pupils at the school achieved at least one A* to G grade GCSE pass last year and this

is very good. The school has set appropriate targets for GCSE improvement over the coming years, based on a detailed analysis of pupils' prior test performance.

At A-level the school's results are exceptionally good with students attaining standards that are consistently well above the national averages. In 1998, attainment was very high in comparison with the national average and students achieved results at A-level that placed the school in the top 5 per cent of all schools nationally.

Overall, the pupils are achieving well in their work in all subjects. The standards observed in Key Stage 4 and Post-16 lessons and in the pupils' work were slightly better than in Key Stage 3. This was particularly in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to the school; they like coming to school and they feel safe and well supported by their teachers. Pupils are well motivated and work very hard in lessons.
Behaviour, in and out of classrooms	The standard of behaviour of pupils, both in lessons and around the school, is very good. The school is an orderly place where pupils conduct themselves in a responsible manner.
Personal development and relationships	The personal development of the pupils is exceptionally good, guided by a very good pastoral system. Relationships between pupils and teachers are very good.
Attendance	Attendance is above the national average and levels of unauthorised absence are below the national average. Pupils are almost always punctual.

The pupils' attitudes and values are very good. These aspects are a strength of the school and combined, they contribute to the strong sense of community in the school and to the high standards achieved.

TEACHING AND LEARNING

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

Overall, the teaching and learning seen in the school was good. Teaching was satisfactory or better in 96 per cent of the 56 lessons seen. It was very good or better in 34 per cent of lessons and good in a further 30 per cent. Unsatisfactory teaching was only seen in two lessons.

There was some exceptionally good teaching seen, particularly in English but also in other subjects. In these lessons the quality of learning was excellent and the standards pupils demonstrated were very high.

Overall the teaching in English lessons was very good, while in mathematics it was satisfactory

overall. Teaching in science was less good than in either of the other core subjects but still satisfactory overall. The teaching seen during the inspection of classes containing pupils with special educational needs was particularly good; the pupils made good progress in lessons.

Overall, the standards of teaching of literacy and numeracy skills are satisfactory, with some particularly good examples evident of literacy skills in use in several subject areas.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad range of worthwhile opportunities for pupils – with the exception of information technology provision in Key Stage 3, which is poor.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs; a broad range of support is provided and pupils feel valued and helped. Consequently they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. The provision for social and moral development of the pupils is also very good. Spiritual development is good and pupils' cultural development is satisfactory.
How well the school cares for its pupils	Child protection arrangements and procedures to ensure health and safety are very good. The strong and effective pastoral structure ensures that pupils are well cared for and supported.

The school provides very well for its pupils in all of these aspects apart from the development of pupils' information technology capability in Key Stage 3. Particular strengths are in the school's provision for pupils' personal development and the care shown by all staff for the pupils. The range of extra-curricular activities offered is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The senior management team's individual strengths and areas of responsibility complement each other and combine to create an effective team.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities. There are many new governors who, as yet, show a limited awareness of their role in accounting for the performance and improvement of the school. However, they are developing an increasing awareness of the strengths and weaknesses of the school.

Aspect	Comment
The school's evaluation of its performance	There has recently been some good monitoring of performance of subject departments and there is a planned programme across the school. A few heads of department are monitoring the teaching within their departments and others are keen to take this forward. The school is now analysing data on pupils' performance and using this effectively to set targets for pupil improvement.
The strategic use of resources	The school uses all of the resources available to good effect, applying the principles of best value, for example, to contracted-out services and consulting on spending decisions regarding accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a small number of parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best. • Children make good progress and standards are high. • The school helps children to become mature and responsible. • The very good pastoral care and the excellent extra-curricular provision. • The teaching is good. • Staff are approachable. • The communication systems, which have improved since the previous inspection, and especially the weekly bulletin. 	<ul style="list-style-type: none"> • More homework, especially in preparation for GCSE and a clearer homework timetable. • Information technology provision, especially in Key Stage 3.

The parents are very strongly supportive of the school and believe it achieves high standards of attainment, good behaviour and that their children make good progress. They appreciate the dedication of the staff, the extensive extra-curricular provision and the attention paid to pastoral care and spiritual development. They appreciate the quality of information they receive.

The inspection team agrees with the parents in that these and other strengths of the school far outweigh the weaknesses. Inspection evidence also supports the view that information technology is under-developed, especially in Key Stage 3.

Parents found it difficult to monitor the homework provision and were unclear whether there was a homework timetable in Key Stage 3 and Key Stage 4. During the inspection, it was observed that there was a lack of consistency between teachers in setting homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are high across the school, particularly in the sixth form and in GCSE and A-level examinations.

1. There is the full ability range of pupils in each year group. The school maintains a good attainment record on each pupil and it is clear from this data that, overall, pupils have a higher than average attainment on entry to the school.
2. In Year 7, the pupils do, on occasions, demonstrate high levels of attainment, for example, in some extended writing on “my day without oil”. Similarly, Year 8 and Year 9 pupils show high standards in their work. One Year 8 group was studying *A Midsummer Night’s Dream* and engaged with the play with maturity and enthusiasm, learning new words and new ideas about blank verse. In mathematics, some of the Year 9 pupils demonstrate high levels in algebra, being able to solve quadratic equations.
3. Overall, the standards of attainment in Key Stage 3 are high. However, there were a number of occasions where the pupils could have attained at an even higher level if the teachers had provided more opportunities in lessons for challenging work. This was particularly the case in science, in both Key Stages 3 and 4. The attainment demonstrated by the pupils during the inspection is reflected in the recent performance in the national tests at the end of Year 9 where the results, although still well above the national averages, have been showing a downward trend.
4. The school is maintaining high standards in public examinations for its 16 year olds. GCSE results have been well above the national average for the last three years and improvements in results are in line with the rising trend nationally. When compared with the results achieved in schools with pupils from similar backgrounds, the school’s results are still above the average. All of the pupils at the school achieved at least one A* to G grade GCSE pass last year and this is very good. The school has set appropriate targets for GCSE improvement over the coming years, based on a detailed analysis of pupils’ prior test performance.
5. In lessons seen and in the work of the pupils there were examples of very high standards of attainment that reflect the recent external examination results. Examples of high attainment were seen in a number of subject areas including modern foreign language lessons where pupils had good accents, used tenses accurately and spoke with expression.
6. At A-level, the school’s results are exceptionally good with students attaining standards that are consistently well above the national averages. In 1998, the attainment was very high in comparison with the national average and students achieved results at A-level that placed the school in the top five per cent of all schools nationally.
7. Students demonstrated very high standards in the sixth form lessons seen. Attainment was high in English, science and mathematics lessons seen. In a Year 13 further

mathematics lesson, the students were applying their understanding of work done by a force and linking it well to their knowledge of vectors.

The school is well led and managed. The senior management team's individual strengths and responsibilities complement each other and combine to create an effective team.

8. The school's aims and mission statements are expressed very well and provide a clear vision for the school.
9. The current school development plan is good, identifying the priorities for development against a concise statement of the context in which the school is operating. The development-planning cycles are well thought out and appropriate. The plan is a good example of strategic thinking and planning. Members of the senior management team identify that the key priority is raising standards of attainment within the school's context.
10. The financial management of the school is very good with a very small amount of money carried forward each year. The income per pupil is low - being in the lower quartile for all comprehensive schools. The school fully applies the principles of 'best value' and uses a wide range of appropriate advisers and representatives to help with decision-making. The current building and refurbishment programmes have been very carefully thought through.
11. The school has recently commenced a programme of self-review and evaluation. A key feature is a two-year rolling programme of department reviews covering all aspects of each department's effectiveness. Two departments have been reviewed so far. The criteria for the reviews are being developed in the light of experience but cover most key aspects satisfactorily. The school development plan also identifies that heads of department should monitor teaching but this is at an embryonic stage of development.
12. The headteacher and senior management team are aware of the overall strengths and weaknesses of the school. They have been effective in managing change, as the needs have arisen, for example, in the implementation of a new pastoral structure and programme that are very good. However, the senior management team needs to have a longer-term view and plan for situations well before they arise. Examples of current issues that are pressing include the information technology provision for pupils.
13. The senior management team and middle managers all work hard to support pupils' achievements in a wide range of situations, both within their subjects and in extra-curricular achievement.
14. The governing body fulfils its statutory responsibilities. There are many new governors who are developing an awareness of the strengths and weaknesses of the school. However, the new governors particularly show a limited awareness of their role in accounting for the performance and improvement of the school at present. The one recent example of monitoring was a query about examination results in science which was passed back to the headteacher to investigate.

15. The new committee structures of the governing body have been carefully thought through. The committees provide an effective management structure and minutes of meetings show that there has been an active involvement by governors in developments in the school.

Teaching seen was good overall with very effective teaching in some lessons.

16. Overall, the teaching and learning seen in the school was good. Teaching was satisfactory or better in 96 per cent of the 56 lessons seen. It was very good or better in 34 per cent of lessons and good in a further 30 per cent. It was unsatisfactory in only two lessons.
17. There was some exceptionally good teaching seen, particularly in English but also in other subjects. Overall, the teaching in English lessons was very good, while in mathematics it was satisfactory overall. Teaching in science was less good than in either of the other two subjects but still satisfactory overall.
18. The teaching seen during the inspection was particularly good in classes containing pupils with special educational needs, with the teachers providing work that was challenging but possible for the pupils. The pupils responded well.
19. Teachers' subject knowledge is very good and this was reflected frequently in the confidence and the enthusiasm for their subjects they showed in lessons. On occasions this enthusiasm acted as an inspiration to the pupils and they became very highly motivated, involved and keen to learn.
20. In many of the very good lessons, teachers skilfully involved the pupils in new learning, challenging them to think and to respond to situations. In a history lesson with Year 9 pupils, the teacher used an original letter from the First World War that not only supported the learning but also provided a moving moment that brought history alive.
21. However, there were a small number of lessons seen where the teacher's planning and structure were too supportive and pupils became passive learners. In a science lesson, the pupils watched a video about alcohol and then completed some worksheets. These were very straightforward; they focused on factual knowledge and missed the opportunity to extend the pupils' understanding and skills.
22. Most lessons showed the teachers to have a clear view of the work that they wanted the pupils to cover and an idea of what they should be learning. Generally though, there was a lack of clarity over what the pupils should be able to do at the end of the lesson that they were unable to do at the beginning. There were, however, some examples seen of pupils being very clear about what they were expected to learn and individually they were able to identify what they needed to do to improve.
23. In lessons, typically, there was an atmosphere in which the relationships between teachers and pupils were very good. The behaviour of the pupils was very good and the pupils worked very hard and with concentration. Pupils were keen to learn.

There is a strong sense of community in the school. This is the result of very good relationships between pupils and teachers, very good attitudes and behaviour shown by

pupils and exceptionally good personal development of the pupils.

24. The sense of community in the school is strong and is reflected in lessons and around the school at the beginning and end of the day, and at break and lunch times. Pupils like being at school.
25. Pupils are well cared for and supported by staff. This is particularly through the strong and effective pastoral system that is well managed by the deputy-head, heads of year and form tutors.
26. Parents believe that the school promotes good attitudes and values and the inspection team have confirmed this from their observations of a wide range of situations.
27. The personal development of the pupils is exceptionally good. They form very constructive relationships with one another and with teachers and other adults in the school. They work well together in lessons. Around the school they are very sensible in the way that they behave and respond to each other.
28. Generally, the behaviour of pupils in lessons and around the school is very good. However, there were a small number of minor incidents of misbehaviour observed during the inspection and some older pupils do present behaviour problems that the school deals well with. The level of pupil exclusions is very low compared to schools nationally.
29. The school very successfully promotes pupils' personal development through the use of a number of very effective activities, including a formal retreat for all pupils - one day for the younger pupils and a residential retreat for the older pupils.
30. There are very few incidences of bullying and when they do occur the school deals very quickly and effectively with the situations.

WHAT COULD BE IMPROVED

The provision for information technology is poor in Key Stage 3.

31. The school only has a small number of computers available for its pupils compared to the average nationally. There are just over 60 computers in school and a more typical number, based on the national average of approximately one computer per eight pupils, would be 130 machines.
32. The information technology curriculum provision for the pupils in Key Stage 3 is poor. The timetabled time available is limited to 12 periods during Year 8 and 36 periods in Year 9. There was no evidence of pupils in Key Stage 3 using computers within other subjects to support the development of their information technology capability or their learning in these other subjects.
33. In the scheduled time in Years 8 and 9, staff provide an introductory programme for all students on the use of word-processors, spreadsheets and databases. Even though this is well done by staff it is inadequate for pupils at the present time. The minimum

statutory requirements of the National Curriculum are barely met.

34. Pupils respond well to the opportunities provided and a number can talk confidently about how they use their own computers at home. The pupils, in discussions, generally feel that they should be using the computers more and this was reflected in parents' comments.
35. In Years 10 and 11, the school provides short courses and GCSE courses in information technology but there is very little evidence of pupils using the computers to support their studies in their other courses. One pupil was using the Internet on one of the library computers to research a design project but there was little else seen.
36. The sixth form students have reasonable access, using computers in the library and in the information technology rooms. Students were observed effectively accessing the Internet for coursework information. There were good examples of students using spreadsheets and word-processing to a high standard in a Year 13 lesson.

The programme for monitoring and evaluation of the work in departments and within classrooms should be further developed.

37. The school has recently commenced a good planned programme of monitoring and reviewing subject departments. Science and English departments have been reviewed and it is planned that mathematics will be completed this term. The planned schedule is tight, with one department to be reviewed each half term. There is an expectation that each department will develop an action plan in the light of its review.
38. The criteria for the reviews are being developed in the light of experiences gained and cover all aspects of the department's effectiveness including standards of attainment. However, this latter aspect is insufficiently highlighted at present in the review process.
39. At present there is one member of the senior management team co-ordinating all of the reviewing. Given the management time and expertise currently allocated to this programme, it will be difficult to ensure that action plans – with appropriate resourcing - are acted upon and that worthwhile outcomes are achieved.
40. Alongside the departmental review process there is a commitment within school for heads of department to monitor the effectiveness of the teaching within their departments. There has been a little work in this area but it is at a very early stage.
41. A number of heads of department, in discussion, agreed that monitoring teaching would be a worthwhile activity and wish to be involved. However, they felt that there was insufficient time available given their teaching commitments. A small number of heads of department felt the need for more guidance and professional development before starting.
42. There have been some professional discussions about monitoring teaching but this has been insufficient to clarify the views held by heads of department as to the focus of the observations and the outcomes expected.

43. Both departmental reviews and monitoring of teaching are identified in the school development plan and are two of the keys to further improvement for the school from its present good base.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To further improve the school from its current good base the governing body and staff should:
- (1) Improve the provision for information technology, particularly in Key Stage 3. This should be in both resources and planned opportunities for the pupils to use information technology within the curriculum.
 - (2) Further develop the programme for monitoring and evaluation of the work in departments and within classrooms.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	27%	30%	32%	4%	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	896	149
Number of full-time pupils eligible for free school meals	57	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	13	0
Number of pupils on the school's special educational needs register	115	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.5
National comparative data	7.9

Unauthorised absence

	%
School data	0.4
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 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	91	70	161

GCSE results		5 or more grades A* - C	5 or more grades A* - G	1 or more grades A* - G
Numbers of pupils achieving the standard specified	Boys	44	89	91
	Girls	50	70	70
	Total	94	159	161
Percentage of pupils achieving the standard specified	School	58% (60%)	98% (98%)	100% (99%)
	National	46% (45%)	91% (90%)	n/a (93%)

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

GCSE results		GCSE point score
Average point score per pupil	School	44 (44)
	National	38 (37)

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	36 75%
	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	24	34	58

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	18.2	21.5	20.2	4	4	4
National	n/a	n/a	17.9	n/a	n/a	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	18 83%
	National	n/a

n/a – not available

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	4
White	1036
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	13	0
Other minority ethnic groups		

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)	60.42
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	13
Total aggregate hours worked per week	274

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	75.3
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Average teaching group size: Y7 – Y13

Key Stage 3	28
Key Stage 4	22

Financial information

Financial year	98/99
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	£
Total income	2,180,698
Total expenditure	2,251,905
Expenditure per pupil	2,180
Balance brought forward from previous year	113,571
Balance carried forward to next year	42,364

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1045
Number of questionnaires returned	413

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	51	5	1	0
My child is making good progress in school.	47	48	3	1	1
Behaviour in the school is good.	34	56	6	0	4
My child gets the right amount of work to do at home.	26	59	12	2	1
The teaching is good.	37	58	2	0	3
I am kept well informed about how my child is getting on.	43	48	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	5	0	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	37	53	9	1	0
The school is well led and managed.	43	46	4	2	5
The school is helping my child become mature and responsible.	45	50	4	0	1
The school provides an interesting range of activities outside lessons.	42	45	8	1	4

Summary of parents' and carers' responses

Written comments were included with 42 of the questionnaires returned. Generally, parents expressed very strong support for the school and the education that it provides. Staff were praised for their dedication. There were a very small number of reservations expressed relating to homework setting and to behaviour problems. A number of parents raised the issue of sports science not being offered as an examination course.