

INSPECTION REPORT

KING EDWARD VI GRAMMAR SCHOOL

Louth

LEA area: Lincolnshire

Unique reference number: 120701

Headteacher: Mr A J Wheeldon

Reporting inspector: Mrs F Golding
005944

Dates of inspection: 12th March 2001 – 15th March 2001

Inspection number: 184043

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar (selective)
School category:	Foundation
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
School address:	Edward Street Louth Lincs
Postcode:	LN11 9LL
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Johnson
Date of previous inspection:	05 December 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King Edward VI Grammar School is an average sized school with foundation status, formerly grant maintained. It has 824 pupils on roll aged 11-19 (398 boys and 426 girls) of whom about a quarter are in the sixth form. The school draws its pupils from the market town of Louth in Lincolnshire and an extensive surrounding area. Some pupils travel long distances to the school from as far afield as Grimsby and the East Coast.

The attainment of pupils as they enter the school is well above the national average, with all pupils in 2000 having attained level 4 or above in English, mathematics and science and three quarters achieving level 5. The school accepts pupils who represent the top 28 per cent of the ability range, which is wider than in many grammar schools. The percentage of pupils who have special educational needs (9.1 per cent) is below the national average. About 2.4 per cent of pupils are from minority ethnic backgrounds. The percentage of pupils known to be eligible for free school meals is well below the national average. Ninety nine per cent of pupils at the age of 16 continue with school or full-time further education.

HOW GOOD THE SCHOOL IS

King Edward VI Grammar is an effective school which has the potential to improve still further. Students are provided with good support for their studies and are taught well overall. They make good progress in their General Certificate of Secondary Education (GCSE) studies and achieve good standards. The school has successfully incorporated 11 to 14 year-olds. The management of resources and finances is sound and the school is an orderly community. The school provides satisfactory value for money.

What the school does well

- It has improved the proportions of pupils attaining Grades A* to C at GCSE.
- Throughout the school over half the teaching is good or better.
- Pupils enjoy harmonious relationships with their teachers and with each other in this civilised academic community; they behave well and want to learn.
- Pupils' learning is enriched by a good range of extra-curricular activities and visits, and by opportunities to exercise increasing responsibility.

What could be improved

- The performance of pupils at the end of Key Stage 3.
- The evaluation of teaching and taking action to bring the satisfactory up to the quality of the best.
- The extent and range of communications with parents.

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 1994. At that time the school had 556 pupils on its roll in Years 10 to 13 only. By 2001 the school has expanded to take in Years 7 to 9, beginning with Year 7 in 1997 and the roll has increased by half as much again. The school has successfully introduced the National Curriculum for Key Stage 3. General Certificate of Secondary Education results have improved steadily since the last inspection. The school has addressed most of the key issues from the previous report. Time allocated to English and mathematics at Key Stage 4 has been increased. The time provided for religious education in Year 11 now meets government guidelines. Particularly good progress has been made in making improvements to the accommodation. There are now high quality laboratories for science and classroom bases for modern foreign languages. The school has made good progress in developing a rigorous system for analysing data about pupils' performance and now is able to assess the value it adds to pupils' levels of attainment. A system has been introduced to enable the school to make judgements about its performance through the departmental review. These reviews do not yet contribute directly to raising standards of achievement. In the sixth form, insufficient progress has been made in reviewing teaching methods to ensure they challenge and extend all students. The school continues to fail to comply fully with statutory requirements for daily collective acts of worship and religious education in the sixth form.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores² in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
GCSE examination	A	A	A	E
A-levels/AS-levels	B	B	B	

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils aged 14 took the end of Key Stage 3 national tests for the first time at this school in 2000. The results were well above the national average in English and very high in comparison with the national average in mathematics and science. The results show the pupils make good progress in mathematics and science but the school has recognised that the percentage of pupils attaining level 6 is below average in science and mathematics and well below average in English.

² GCSE points are allocated to grades from A*=8 to G=1. A Level points are allocated to grades from A=10, B=8, C=6, D=4, E=2. These scores are then totalled and averaged. Average points scores are therefore a measure of the average GCSE/A Level grade achieved by pupils.

The percentage of pupils achieving five or more GCSE higher grades (A*-C) was in the highest 5 per cent of schools nationally. Almost every pupil achieved five or more GCSE passes (A*-G), which is very high when compared with both the national figure and that for other grammar schools. The table above indicates that GCSE results in 2000, as measured by the average point scores per pupil (54.5), are well above the national average but are well below the standards achieved by other schools deemed similar to King Edward VI. This is due to the fact that pupils were entered for nine GCSEs only. The GCSE results were in line with that expected given the levels of attainment of those pupils when they entered the school in Year 10. Over the last five years the upward trend in the schools' results at GCSE has been broadly in line with the national trend.

Results at General Certificate of Education (GCE) Advanced Level have been above the national average for the last three years. There has been a steady rise in the percentage of passes at grades A-E from 86 per cent in 1995 to 95.5 per cent in 2000. One hundred per cent passes were achieved in 14 subjects. Results were above those of similar schools in chemistry, mathematics, music, politics, technology, physics, geography and biology. The sixth form has had, up to this year, an open-door policy of accepting students with four or more GCSEs at grades A*-C and takes additional students from other schools each year. Students make at least satisfactory progress during their time in the sixth form.

In lessons and in work seen pupils achieve standards that are above the national average in all subjects. Work of a particularly high standard occurs in modern foreign languages, art, chemistry, physics and music. Standards of literacy in the school are good. Speaking skills are a particular strength. Pupils are fluent, confident and assured in speaking and are able to use with some precision a growing technical vocabulary. The pupils' numeracy skills are good. Pupils with special educational needs and those for whom English is an additional language achieve well. There is no significant difference between the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are proud of the school and value their membership of it highly.
Behaviour, in and out of classrooms	Pupils behave in a sensible and civilised manner around the school; their behaviour in lessons is almost always very good.
Personal development and relationships	These are a strength of the school, particularly so in the sixth form, where the mentor system provides very good opportunities for older students to develop their sense of personal and social responsibility.
Attendance	Attendance is very good and procedures for monitoring attendance are thorough and effective.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	Aged 14-16 years	aged over 16 years
Lessons seen overall	Satisfactory	Good	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 is at least satisfactory throughout the school in all subjects, and is good at Key Stage 4 and in the sixth form. Of the lessons seen throughout the school, 33 per cent were very good, 22 per cent were good and 45 per cent were satisfactory. In the sixth form 33 per cent of the teaching was very good, 19 per cent was good and 48 per cent was satisfactory.

The teaching at Key Stage 3 is satisfactory. Teachers are more confident in using a wider range of lively teaching methods at Key Stage 4 and in the sixth form, which generally has a positive impact on the progress pupils make. The teaching of literacy is the focus of developing interest, reflected in the school's improvement plan and in a new policy. Although the pupils with special educational needs receive satisfactory teaching, not all teachers have an adequate range of strategies to meet their specific needs.

The teaching in English is satisfactory. Mathematics and science are very well taught, particularly in the sixth form. There are particular strengths in the teaching of art, music, geography and history. The quality of teaching in modern foreign languages is good. A strength of the teaching in many subjects is the quality of teachers' explanations of new ideas. Teachers are knowledgeable and use skilful questioning to develop pupils' understanding. The quality of marking of pupils' work is variable and does not always identify what could be done to improve it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In most respects the curriculum offered by the school meets legal requirements although the Key Stage 3 English curriculum does not provide coverage of key aspects in sufficient depth.
Provision for pupils with special educational needs	Pupils with a statement of special educational needs are supported satisfactorily when given specialist help; other pupils on the special needs register are provided with helpful support from student mentors.
Provision for pupils with English as an additional language	There are a few pupils for whom English is an additional language; they make the same progress as their peers.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' social, moral and cultural development is fostered carefully by the school, but less attention is paid to developing spirituality or an awareness of the diversity of other cultures. A wide range of extra-curricular activities provides good opportunities for further social, cultural and personal development.
How well the school cares for its pupils	The school cares well for its pupils and monitors academic progress regularly. Child protection procedures are secure.

All pupils study a broad range of relevant subjects in Key Stage 4 and develop their computing skills in information and communications technology (ICT) lessons. The range of sixth form courses does not include religious education. Key skills and general studies are available for students who choose them. The school offers a good range of additional activities for pupils, many of which support the taught curriculum. These include visits to art galleries, sports clubs, geography field trips, foreign language exchanges and musical and drama groups. Further extra-curricular activities include a large and well-managed Combined Cadet Force and the Duke of Edinburgh's Award Scheme and opportunities to travel abroad with the musical groups. A number of subjects, including art, mathematics, English, geography and history, offer additional lessons at lunchtime to enrich and deepen pupils' understanding. These opportunities are greatly appreciated by the pupils who attend. Procedures for monitoring academic attainment are satisfactory and are currently being strengthened. Pupils are supported well as they enter the school in Year 7. Pupils feel safe and report an absence of bullying. Facilities for the younger pupils at lunchtimes are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff have successfully introduced Key Stage 3 into the school and they have begun to place more emphasis on routinely evaluating the quality of teaching with a view to raising achievement further.
How well the governors fulfil their responsibilities	The school is supported effectively by a committed group of governors who have a good understanding of matters affecting the school's accommodation and finances, and who are beginning to evaluate the school's performance using the data available.
The school's evaluation of its performance	Good systems are being put in place to use comparative performance information for setting targets for pupil progress and these are beginning to be used to identify the school's strengths and areas for development.
The strategic use of resources	The school is careful in the use of its finances and makes good use of its many buildings.

The recent expansion of the school has been managed well by the headteacher and other managers. The appropriate selection of new staff has enhanced the expertise in teaching the younger pupils. There are inconsistencies in the way in which middle managers monitor the quality of teaching and learning, although good practice exists in mathematics and science where the team regularly observes one another's lessons. Form tutors and other pastoral staff are well informed about the academic progress of their pupils and they provide them with useful guidance and support. Financial planning and the monitoring of expenditure is sound. Governors and senior managers plan expenditure carefully but they do not routinely apply the principles of best value in evaluating the impact of spending decisions.

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 children like school and have enthusiasm for learning. • Children are encouraged to work hard and to do their best. • Children make good progress. • School is helping children become mature and responsible. 	<ul style="list-style-type: none"> • The closeness of working with parents to support their children's learning. • Information about their children's progress. • Clearer and consistent management of behaviour. • The setting and marking of homework.

Parents returned 443 questionnaires and 66 parents attended the meeting with the registered inspector.

Evidence gathered during the inspection agrees with the positive views identified by the parents. Pupils showed a pride in their school and spoke with confidence about their work to inspectors.

Within the limits of the time available, inspectors formed the view that there is a weakness in the school's communication with the parents, particularly in ensuring that the parents understand its policies and vision. The school does not engage in sufficient consultation with the parents to enable their views to be considered. Inspectors judged that the contents of pupils' annual progress reports meet requirements. Given the very good behaviour of the pupils and their very positive attitudes, the inspection team does not agree that behaviour is poorly managed. The team agrees that the school needs to be more consistent with the provision of homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has improved the proportion of pupils attaining grades A* to C at GCSE.

1. Since the last inspection there has been a steady rise in the standards reached by pupils in their subjects at GCSE. The proportion of pupils achieving at least five GCSEs at Grades A*-C has risen from 92.7 per cent in 1995 to 96 per cent in 2000. These results show a steady increase in the percentage of higher GCSE grades (A*-C) across all subjects from an average of 88 per cent in 1996 to 91 per cent in 2000. In 2000, the highest achieving subjects were geography, German, biology, mathematics and French. The lowest achieving were English language and physical education (PE). The school has rightly identified in its development plan the aim to ensure that every subject achieves the figure of at least 90 per cent of its pupils reaching the higher grades at GCSE. Inspection evidence shows that good progress is being made towards reaching this goal through good analysis of assessment data and improved curriculum planning. Girls perform well and boys at least match this. This relatively good performance by boys at GCSE is very different from the pattern nationally where girls generally achieve higher results than boys.
2. The current Year 11 is the last in which pupils entered the school in Year 10 having sat their Key Stage 3 tests in other schools. The progress pupils make in King Edward VI during Years 10 and 11 is good when taking their previous levels attained at the end of Key Stage 3 into account. Inspectors saw work of a high standard in many lessons. For example, in a Year 11 history class pupils displayed impressive detailed knowledge about the Cuban revolution and made sophisticated inferences such as recognising that the missile crisis revealed the extent of the nuclear strength of the Soviet Union.
3. The lower than average point scores when compared with similar schools, shown in the standards table in the summary report, is due almost entirely to the policy of entering pupils for nine GCSEs. This policy was rightly seen as a more reasonable entry pattern for pupils joining a grammar school at the age of 14. However, the decision to increase the number to at least ten GCSEs for the current Year 10 pupils including further opportunities for able mathematicians is appropriate now that pupils enter the school in Year 7. The standards of their work seen suggests that the pupils in Year 10 are well on course to meet the challenging targets which the school has set for 2002.

Throughout the school over half the teaching is good or better

4. Teaching is at least satisfactory throughout the school in all subjects and is good at Key Stage 4 and in the sixth form. Of the 56 lessons seen 33 per cent were very good, 22 per cent were good and 45 per cent were satisfactory. Mathematics and science are very well taught whilst the teaching in English is satisfactory. The quality of teaching in science is a strength, especially in the

sixth form. The knowledgeable and enthusiastic science teachers provide students with clear explanations, use technical language well, have high expectations of what their students can do and use resources well. For example, in an AS level biology lesson, students were able to calculate their lung capacity through the use of a spirometer and in physics, they have software to use in class, which is also on licence on their home computers, which is used well to extend their understanding. There are particular strengths in the teaching of art, music, geography and history. For example, in art pupils are very well supported in their work with individual feedback and opportunities for additional teaching at lunchtimes. The quality of teaching in modern foreign languages is good. In a German lesson for Year 8 pupils a careful choice of activities fully engaged them all. The most able pupils, as a result of the excellent model of pronunciation provided by the teacher, extended their responses and consolidated new language well.

5. The teaching at Key Stage 3 is satisfactory but the progress pupils make is not as fast as it could be. In the sixth form 33 per cent of the teaching is very good and 19 per cent is good, whilst 48 per cent is satisfactory. Teaching is most confident at Key Stage 4 where the teaching has a positive impact on the amount pupils learn.
6. In the very good lessons seen the teachers' knowledge of what they teach and clarity of purpose fires the enthusiasm of pupils and engages their interest and effort. For example, in a Year 9 English lesson the teacher paced the lesson well so that pupils moved from being able to recognise humour in 'Twelfth Night' to be able to say why it was funny and how Shakespeare made it so. In a very good mathematics lesson the teacher's love of the subject and dynamic approach inspired the pupils to reach very high standards. On this occasion the teacher's careful and accurate use of units in a lesson on mechanics, was reflected in an impressive degree of rigour in the way students in Year 13 used technical terms. In some lessons there was a high standard of challenge to thinking and good responses as a result. For example, in a geography lesson in Year 12, a very clear explanation of wave energy given by the teacher was reinforced when the students in pairs worked out for themselves the factors which explain the mechanisms by which waves cause erosion.

Pupils enjoy harmonious relationships with their teachers and with each other in this a civilised academic community; they behave well and want to learn.

7. Pupils and students have high self-esteem and are self-confident and mature young people. They enjoy good relationships with each other and with their teachers and respond well to the positive support and encouragement they receive in lessons. They are highly articulate in conversation and in more formal class discussion, able to reflect on their own thinking and to adapt their opinions to take into account the view points of others.
8. Pupils are proud to belong to the school and have very positive attitudes to their learning. They respond well to its academic ethos and rise to the challenges with

which they are presented both in lessons and in their extra-curricular activities. They are prepared to work very hard and conscientiously, for example, when preparing and committing to memory a substantial oral presentation in German, having only been learning the subject for a relatively short time. Pupils are well organised and well prepared in lessons. They are keen to contribute and undertake research with confidence.

9. In discussion pupils emphasise their sense of the school as a caring environment in which to live and work and their pride in belonging to it. Pupils are keen to develop and clarify their own thinking and to modify their opinions in the light of the views of others. They are well informed and make use of the learning that they acquire in one subject in others, for example, when considering wave patterns in geography students refer to the work that they had completed on radio waves in physics. The school's accommodation presents particular challenges for pupils in terms of their punctuality to lessons and the need for care on staircases and in crowded corridors, and pupils respond well, taking care to be on time for lessons and remaining good humoured and good mannered in sometimes quite trying circumstances.
10. The personal and social development of sixth formers is a strength of the school. They are poised and mature young people who take their responsibilities as mentors to younger pupils with the utmost seriousness. They are trustworthy and committed to their school and proud of their sixth form. They show a strong commitment to learn and produce work to a high standard. In science, for example, they carry out practical work with their peers using microbiological techniques, working with sustained concentration to assist their peers and develop each others' understanding. Their relationships with each other and with their teachers are consistently good. They respond well to deadlines by working additional hours, for example, in preparing their photographic portfolio for examination.

Pupils' learning is enriched by a good range of extra-curricular activities and visits, and by opportunities to exercise increasing responsibility

11. In accordance with its stated aims, the school is successful in providing a breadth of extra-curricular experiences for pupils and students. As a part of the school's drive to broaden the curriculum for pupils it provides competitive sports for both boys and girls, a Combined Cadet Force and the Duke of Edinburgh's Award Scheme. The latter two in particular place an emphasis on fostering young peoples' social awareness and personal independence and are valued by pupils and by staff. The number of pupils who learn musical instruments is very high and the school is able to support an orchestra, ensemble groups and a choir. Pupils have opportunities to travel abroad with the orchestra such as the imminent visit to Prague and value this highly. Similarly, large numbers of pupils taking part in competitive sport are enthusiastic about the opportunities offered to them to be part of teams which are very successful. A particular strength of the school is its drama productions which include large numbers of pupils, some of whom take their productions to the Edinburgh Festival. Planning for a

dramatic performance to celebrate the school's anniversary allowed sixth form pupils to demonstrate maturity and sophistication as they discussed the production and considered the problems it presented.

12. Numerous educational visits are organised each year that support the taught curriculum. These include geography field trips and visits to art galleries, both in England and abroad. Foreign language exchanges are also used well to enrich pupils' personal development and awareness of European cultures. Students speak highly of the lasting benefit that they have gained in their learning as a result of taking part in these educational visits.

WHAT COULD BE IMPROVED

The performance at the end of Key Stage 3.

13. Results in national tests for fourteen year-olds, taken for the first time at this school in 2000, were well above the national average in English and very high in comparison with the national average in mathematics and science. Given their levels of attainment when they entered the school in Year 7 pupils made satisfactory progress, especially in mathematics and science so that the percentage reaching National Curriculum level 5 was high in comparison with schools nationally. However, the proportion of pupils attaining the higher National Curriculum levels is not as high as other selective schools especially in English. Teachers are unsure about what they expect pupils to be able to achieve at Key Stage 3 in English. They do not consistently use the National Curriculum descriptions of the levels pupils can achieve efficiently or accurately in their planning, marking or teaching. As a result teaching is often not matched to the abilities of the pupils in the group and progress is slower than it should be for both more able pupils and those who struggle with aspects of the subject. Although standards of writing are high, some pupils enter the school with relative weaknesses in aspects of spelling and punctuation, which are not addressed sufficiently swiftly.

The evaluation of teaching and taking action to bring the satisfactory teaching up to the quality of the best.

14. Senior managers work closely with heads of department in analysing performance and setting targets for improvement. However, there are inconsistencies in the way in which middle managers monitor the quality of teaching and learning. There is good practice in mathematics and science where the team regularly observes one another's lessons. In many subjects there is much good practice in areas such as lesson planning, marking and supporting students' self-study, that could be adopted throughout the school to the benefit of the pupils. The pace of many lessons is good, but this is not consistent and some pupils are insufficiently challenged by the work that is set. All departments should undertake regular and supportive monitoring and evaluation of the quality of teaching and learning in order to identify the most effective practice.

15. Some standards of work seen in the sixth form is high, for example, in art, biology, physics, history, geography, maths and photography. However, in almost half the lessons observed standards of work are just satisfactory. In these lessons invariably students are insufficiently challenged because of the narrowness of teaching styles, the dominance of the teacher and the work failing to meet the needs of the different abilities of the pupils. For example, students who were experiencing difficulty in understanding a Shakespearean text were not given sufficient support by the teacher, who provided the same task for the most and least able in the group. As a result the pace of learning was unnecessarily slow for those students who struggled to find their bearings within a difficult text. In a French lesson there was an over emphasis on the use of worksheets and insufficient opportunity for students to develop their speaking skills.

The extent and range of communications with parents

16. The proportion of parents who voiced dissatisfaction with various aspects of the school's provision is a matter of some concern to the headteacher. Though information provided to parents meets requirements and reports on students' progress are clear, many parents do not seem to be aware of the strengths of the school. The present methods used to communicate with the parents do not, at present, ensure that the parents fully understand its policies and vision. The school does not engage in sufficient consultation with parents in ways which allow their views to be taken into account.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to take the school further forward in its development the governors and senior staff should ensure that;

(1) Performance is improved at the end of Key Stage 3 by:

- continuing the process of rigorous self-evaluation by all departments of the provision at Key Stage 3;
- ensuring assessment, including marking, is used effectively in lessons to identify with students how well they are doing and to show them how to improve;
- addressing the quality of planning and monitoring pupils' progress in the English department.

(see paragraph 13)

(2) Raise the quality of teaching to that of the best by ensuring that:

- the good practice of monitoring and evaluating teaching and providing feedback to help teachers to improve further is used consistently across the school;
- widening the range of teaching styles used, particularly in the sixth form, in order to ensure that all students are interested, engaged and involved in their learning.

(see paragraphs 14 and 15)

(3) Improve the communications and involvement of parents by:

- reviewing the quality of communications with parents;
- ensuring the aims of the school are clearly articulated and shared by the whole school community.

(see paragraph 16)

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	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	34	21	43	2	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	588	237
Number of full-time pupils known to be eligible for free school meals	7	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	71	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.9

Unauthorised absence	%
School data	0.1
National comparative data	0.4

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	43	65	108

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	42	43	42
	Girls	63	63	60
	Total	105	106	102
Percentage of pupils at NC level 5 or above	School	97 (n/a)	100 (n/a)	94 (n/a)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	56 (n/a)	93 (n/a)	81 (n/a)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43	43	43
	Girls	65	65	65
	Total	108	108	108
Percentage of pupils at NC level 5 or above	School	100 (n/a)	100 (n/a)	100 (n/a)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	81 (n/a)	89 (n/a)	82 (n/a)
	National	31 (31)	39 (37)	29 (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
	2000	68	52	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	66	68	69
	Girls	48	52	52
	Total	114	120	121
Percentage of pupils achieving the standard specified	School	95 (92)	100 (99)	100 (100)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	54
	National	38.4

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	0	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
	2000	69	81	150

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	19.9	17.4	18.6	3.8	4.8	4.3
National	17.7	18.6	18.2	2.6	2.9	2.7

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	n/a

International Bacculaureate		Number	% success rate
Number entered for the International Bacculaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	n/a
	National	n/a	76.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	10
Pakistani	1
Bangladeshi	1
Chinese	2
White	556
Any other minority ethnic group	14

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	4	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)	48.7
Number of pupils per qualified teacher	16.9

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	16
Total aggregate hours worked per week	327

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	73.8
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Average teaching group size: Y7 – Y13

Key Stage 3	22.1
Key Stage 4	25.1

Financial information

Financial year	1999/2000
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	£
Total income	2464491
Total expenditure	2377365
Expenditure per pupil	2851
Balance brought forward from previous year	27473
Balance carried forward to next year	114599

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1618
Number of questionnaires returned	443

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	6	0	0
My child is making good progress in school.	48	44	6	1	1
Behaviour in the school is good.	20	59	9	5	7
My child gets the right amount of work to do at home.	25	52	17	4	2
The teaching is good.	32	53	8	3	4
I am kept well informed about how my child is getting on.	29	48	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	41	42	11	6	0
The school expects my child to work hard and achieve his or her best.	61	33	3	3	0
The school works closely with parents.	23	44	23	5	5
The school is well led and managed.	29	42	10	10	9
The school is helping my child become mature and responsible.	40	47	8	2	3
The school provides an interesting range of activities outside lessons.	42	42	10	2	4