

INSPECTION REPORT

Rickmansworth School

Rickmansworth

LEA area: Hertfordshire

Unique reference number: 117572

Headteacher: H Forsyth

Reporting inspector: Romy Markham
1387

Dates of inspection: 12-14 October 1999

Inspection number: 708151

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

INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Foundation

Age range of pupils: 11 to 18 years

Gender of pupils: Mixed

School address: Scots Hill
Rickmansworth
Hertfordshire

Postcode: WD3 3AQ

Telephone number: 01923 773296

Fax number: 01923 897314

Appropriate authority: Governing body

Name of chair of governors: Dr J E Anderson

Date of previous inspection: February 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rickmansworth School is larger than most secondary schools; it has 1161 boys and girls, including 215 students in the sixth form. Pupils attending the school are drawn from a wide area and from over 50 primary schools. They are more socially advantaged than most schools; only 39 pupils are eligible for free school meals, which is well below average. There are 83 pupils from ethnic minorities; 35 of these do not have English as their home language. The number of pupils with some form of special educational need, including those with statements, is below average at 126. When they enter the school, pupils are attaining well above the level expected nationally. The school selects up to 50 per cent of pupils on the basis of academic ability shown in entrance tests.

HOW GOOD THE SCHOOL IS

Rickmansworth is a good school. Pupils receive a high standard of education, they are well cared for and they have good teaching, which enables them to reach well above average standards in national tests and examinations. The school has made good progress since the last inspection in improving standards of attainment, developing the curriculum and in enhancing accommodation.

The school is led well, with a clear focus on high standards. The school makes effective use of its resources and has very good financial controls. Overall the school is giving good value for money.

What the school does well

- Promotes high standards of literacy and numeracy and enables pupils to attain high examination results.
- Leadership of the school is very good and focused on high achievements.
- Teachers provide good, interesting and challenging lessons, which enable pupils to reach high standards, particularly in Key Stage 4 and in the sixth form.
- Pupils have a very positive attitude to learning, they develop good relationships; they attend regularly and are punctual to school and to lessons.
- The school provides a very good quality and range of learning opportunities; there is a rich and varied curriculum, with a balance of intellectual and practical activities, very good provision for extra curricular activities and good opportunities for social, moral and cultural development.

What could be improved

- How the school identifies that all pupils are achieving as well as they can.
- Making clearer the links between educational priorities and the budget.
- Monitoring formally the quality of teaching to ensure consistency and recognition of good teaching.
- Ensuring that provision meets all statutory requirements and gives appropriate time and emphasis for personal and social education programmes.

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 improvements overall since the previous inspection in February 1995. Pupils have achieved well above average standards in national tests and examinations. Overall results rose considerably in 1997 and have since maintained these high levels. Boys and girls attain equally well. There has been good progress overall on issues raised in the previous inspection report, although there is some variation in the rate of progress. There has been a clear focus on improving examination results but also in maintaining the caring ethos and pastoral support for pupils. The governing body is involved fully in the school development plan and departments have their own plans in accordance with the overall school priorities. The school has introduced revised procedures for assessing pupils and reporting to their parents and is using available assessment information to set overall targets for attainment. Some teachers have worked together to share effective teaching techniques. Good progress has been made in improving accommodation; there have been new buildings for art and technology and creative refurbishment in business education and information technology.

There are some areas that need to develop further. Not all departments use assessment information as much as they might to identify individual pupil strengths and weaknesses nor to inform lesson planning. The school development plan still lacks costings and the governing body has not introduced procedures to identify the added value the school gives to pupils' achievements. Senior staff do not monitor individual teaching performance, although they have effective, informal strategies for reviewing the work of teachers. There is little recognition of individual teacher performance and some teachers still use a limited range of teaching techniques. The overall curriculum time is still below the minimum recommended and the school is in breach of statutory regulations regarding religious education, collective worship and technology in Key Stage 4.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on GCSE examination and A-level/AS-level results.

Performance in:	compared with				Key <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
	all schools			similar schools	
	1997	1998	1999	1999	
Key Stage 3 tests	A	A	A	A	
GCSE examinations	A	A	A	A	
A-levels/AS-levels	A	A	A		

Standards are well above national averages for all maintained schools and similar schools, based on the numbers eligible for free school meals. Boys and girls attain equally well. Attainment is rising faster than the national trend. Standards are particularly high in English language and literature in GCSE examinations and good literacy skills contribute to well above average standards across the curriculum. Inspection evidence confirms these high standards. Pupils and students respond well to the intellectual challenge and high expectations set by their teachers. Pupils with special educational needs attain in line with the targets set for them. The school has set, and reaches, realistic targets to maintain these high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes; they work hard and want to succeed.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school for pupils of all age groups, with a minimum of supervision.
Personal development and relationships	There are very good relationships between pupils, and between pupils and teachers and other adults.
Attendance	Attendance is well above the national average.

Pupils and students have very positive attitudes and this has a significant impact on the quality of their learning. They come to lessons punctually and are prepared to work; they concentrate well and persevere until they are pleased with their efforts. They have very good relationships with their teachers and with each other. Even the youngest pupils are confident and articulate. Pupils improve their ability to plan, research and organise their own work as they progress through the school. Pupils and students also have very good standards in their personal development. There are many instances of caring for each other, helping in the school and the community and organising fund raising.

TEACHING AND LEARNING

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

In the lessons seen during the inspection, 97 per cent had satisfactory or better teaching, of which 20 per cent were very good or excellent and 40 per cent were good. Only two lessons were unsatisfactory. There was more very good teaching in English than in other subjects. All teachers reinforced literacy and numeracy and helped pupils to use these skills well in all of their subjects. Good and very good teaching included challenge, pace and interesting activities for pupils. Teachers know their subjects very well; they explain and instruct clearly and provide appropriate intellectual stimulation and reinforcement, which has a significant impact on how pupils learn. They are particularly good at using short, structured tasks which enable pupils to recall previous knowledge, evaluate and then extend their learning.

Occasionally, and more often in Key Stage 3 than elsewhere, teachers do not set sufficient challenge and their expectations of standards of work are too low. Although assessment is used well during lessons to accelerate learning, teachers do not make full use of assessment information when planning their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Rich and varied provision with particular strengths in the combination of intellectual activity and practical activities but not meeting fully the requirements for religious education and technology in Key Stage 4.
Provision for pupils with special educational needs	Good provision; pupils are known well and given good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for the personal development of pupils and for their moral, social and cultural development. Opportunities for spiritual development are satisfactory.
How well the school cares for its pupils	There are sound procedures to ensure that pupils are well cared for and there are appropriate Child Protection procedures.

The curriculum overall is broad and balanced; it is particularly rich and varied in Key Stage 4 and in the sixth form. It provides intellectual challenge and promotes creativity and there is a wide range of examination courses. The curriculum provides for pupils of the whole ability range in the school. Arrangements for health and sex education and careers guidance are satisfactory. There is very good provision for extra curricular activities, including music, sport, the arts and general interest clubs. There is good provision for pupils with special educational needs through additional support in class and some small withdrawal groups. A small group of pupils is given vocational education, appropriate for their needs.

The school makes good provision to support the personal development of pupils, mainly through informal settings. There are very good opportunities provided for social and moral development through the ethos and organisation of the school and through the high quality of relationships. The curriculum includes good provision for cultural awareness and understanding. Provision for spiritual development is satisfactory. Although opportunities are limited, they are of good quality, for example the environment provided by the art areas or the writing letters to friends in religious education, which encouraged sensitivity and understanding.

The curriculum does not meet statutory requirements for the provision of religious education in Key Stage 4 and in the sixth form, nor for technology in Key Stage 4. The school does not provide a daily act of collective worship for all pupils. There is inadequate time allocated for lessons in personal and social education so that this can make a major contribution to the pupils' personal development. The overall time allocation is still below the minimum recommended by the Department for Education and Employment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led; the headteacher and senior staff provide a clear focus on high standards.
How well the governors fulfil their responsibilities	The governing body is well informed about the work of the school; it provides clear guidance and appropriate policies. Governors are less confident on curriculum and staffing matters than on other aspects of the school.
The school's evaluation of its performance	This aspect is not well developed. Although there is regular analysis of examination performance, the school does not identify the value added by its work to the achievement of pupils.
The strategic use of resources	The school makes sound use of its resources and financial administration is good.

The school benefits from a well-established senior management team under the skilled leadership of the headteacher. Heads of department and pastoral team leaders share the vision of high standards with the senior management team and they feel well supported in their work. The headteacher gives his staff considerable autonomy within the framework of school policies and there is little formal monitoring of teaching. The informal networks however, work well and senior staff have an accurate picture of the quality of teaching and learning. The school undertakes regular reviews of test and examination performance. There is however, little analysis of added value and the school does not have a clear picture if attainment is as good as it could be.

The governing body is dedicated and well informed; it has appropriate committees and meets regularly. They have approved sound policies to guide the work of the school. Governors are more confident on issues of accommodation or finance than on the curriculum or staffing, for which they rely on the headteacher's guidance. The governors are now fully involved in the school development plan and receive regular reports on progress.

The governors and senior staff ensure that resources are spent satisfactorily. Money for major projects has been well used to improve accommodation and grants for specific purposes, for example, special educational needs, are used appropriately. The school makes good use of the principles of best value for routine and major expenditure but does not yet review expenditure linked to educational achievements.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards of attainment. • Positive and helpful teaching. • Support for individual pupils. • Strong extra curricular provision. • They feel well informed about their children's progress and the work of the school. 	<ul style="list-style-type: none"> • The misbehaviour of a minority of pupils. • The variability of homework and some infrequent marking of work. • More frequent use of National Curriculum levels on reports on attainment.

Inspection evidence supports all the positive views expressed by parents in response to the questionnaire and at the meeting of parents with the Registered Inspector. A small proportion of parents expressed concerns about homework and marking. During the inspection, homework was set regularly and was appropriate and challenging. The regular homework in notebooks supported this view. Pupils spoke positively about their homework, they understood the marking schemes used and knew what they had to do to improve. The school has recently changed its reporting procedures and parents will in future have more information about the National Curriculum levels achieved by their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Gives pupils high standards of literacy and numeracy and enables them to attain high examination results

1. Pupils reach well above average standards of attainment in national tests and examinations, both compared with all schools nationally and with those with similar intakes. These high standards have been maintained for the last three years. Boys and girls attain equally well overall. Students in the sixth form achieve A-level results which are well above the national average and which reflect the standards they had achieved in GCSE examinations. Teachers, pupils and their parents, have high expectations of what pupils can achieve. Pupils work hard and they expect to do well. Pupils attain particularly well in English language and literature in GCSE examinations. In 1998, standards improved by more than 10 per cent from an already high base. Pupils also achieve very high standards in creative subjects, such as art or photography, and this reflects the very broad curriculum and the school's ethos of caring and providing for pupils of a wide range of abilities and aptitudes.
2. Pupils have very high levels of literacy and numeracy and are developing a confident use of information technology as a powerful tool to help them in their learning. Teachers have high expectations and this leads to pupils using correct technical language, researching effectively and presenting their knowledge accurately. Pupils use number accurately, with and without calculators, in a range of subjects such as science, technology and geography. Pupils are confident users of information technology in research or presenting their work. They have well above average skills of information handling and communication.

Leadership of the school is very good and focused on high achievements.

3. The headteacher provides very good leadership, based on a commitment to high standards and care for the individual. He has been in post for twenty-five years and provides clarity and consistency in the school's ethos and organisation. Staff are valued for their professionalism and given considerable autonomy, within the framework of school policies and procedures. The senior management team is smaller than most, with just two members in addition to the headteacher. It is however, a well-established and stable team that works very well together and uses informal networks very effectively to gain a clear picture of the quality of teaching and learning. The headteacher and senior staff set high expectations for both pupils and teachers. The school is over subscribed, a proportion of pupils is admitted for their academic achievements and there is a strong ethos of working hard to achieve success.
4. Members of the senior management team have developed good and effective working relationships with heads of department and pastoral team leaders. Although there are few formal procedures, senior staff have a good knowledge of the work of departments and pastoral teams. They provide clear direction and support when needed. The senior management team is leading the work on collecting and using assessment information. The school now has information about the attainment of each pupil since they entered the school. Departments are beginning to use this information not only to evaluate previous examination results but also to help to set targets for future years. This is a very powerful tool and senior staff are rightly concerned that it should be used as much as possible.
5. The headteacher and senior staff are well supported by the governing body in their emphasis on high standards. The governing body is well informed and has developed expertise, particularly in aspects of finance and accommodation. There are regular reviews of examination results and governors have set realistic targets for future attainment. The governing body is very supportive of the headteacher's philosophy of ensuring that teaching staff are of the highest quality.

Teachers provide good, interesting and challenging lessons, which enable pupils to reach high standards, particularly in Key Stage 4 and in the sixth form.

6. The quality of teaching is a real strength of the school. Teaching is good across both key stages and in the sixth form. During the inspection, teaching was satisfactory or better in 97 per cent of lessons; only three per cent (two lessons) were less than satisfactory and in contrast, 60 per cent were good or very good. Teachers not only know their subject well but they know how to teach effectively to pupils of varying levels of attainment and interests. They have a clear focus on high standards but they also value the individual and try to meet their learning needs. Lessons have pace, challenge and intellectual stimulation. One of the key features of this successful teaching is a consistent emphasis on literacy and numeracy. Teachers demand accurate use of technical language and presentation of work and pupils respond well. They develop their learning skills as they progress through the school so that they are accomplished independent learners by the time they sit their GCSE examinations
7. Teachers use resources that stimulate curiosity and pupils respond well, showing confidence, even when they make mistakes. Pupils are challenged to think, reflect and analyse information rather than merely repeating it. Teachers give a good balance of direct instruction and independent work and are equally proficient in academic debate or practical tasks. Teachers expect pupils to build on their previous learning. This was seen very effectively in a Year 11 English lesson where pupils in pairs drafted modern day questions to characters in Macbeth. The teacher expected the pupils to know the text and to use it to identify meaning and motivation. The result was a lively and well-paced lesson with considerable gains in understanding.
8. Teaching is good because lessons are planned well, teachers tell pupils the purpose of the lesson and frequently recap progress at the end. They make the best possible use of the time available and pack several activities into thirty-five minutes. Teachers respond well to pupils, in written or spoken tasks, they make clear judgements and comments which help pupils to know what they have to do to improve. Very occasionally, teachers do not set enough challenge to stretch pupils; for example, they set easy tasks for lower attainers, which can be completed quickly.

Pupils have a very positive attitude to learning, they develop very good relationships; they attend regularly and are punctual to school and to lessons.

9. Pupils have very good attitudes to the school and their work and this has a significant impact on their learning and the standards they reach. They come to school regularly and punctually and prepared to work. They are sensible in moving around the site from one building to another and during break and lunchtimes when there is little supervision. The school is a very orderly community and much of this is due to the very good attitudes of the pupils. This positive behaviour is reflected in most of the lessons seen and in the statistics that show well below average levels of exclusions over the last three years.
10. In lessons, pupils work hard, concentrate and persevere with tasks until they are satisfied with their efforts. They have a clear focus on wanting to 'get it right' but are also confident enough to try something new and perhaps make mistakes. Even the youngest pupils are mature, confident and positive about their work. In a Year 7 information technology lesson, pupils worked independently, finding their way around computer keyboards, learning to input information, save and retrieve it. They worked hard for over an hour with a minimum of fuss and considerable concentration. Pupils develop very good relationships with their teachers and with each other. They respect others' views, listen carefully and acknowledge similarities and differences in beliefs and attitudes. They work together very well, in pairs or small groups; with very little instruction they organise themselves, materials and equipment and settle quickly to work. Most pupils complete their homework and hand it in on time and many pupils spend break or lunchtime in personal study, for example in the library. Pupils appreciate the wide range of extra curricular activities the school provides and many of them are involved in sport, music or general interest clubs. They are proud to represent the school in sports teams and many spoke enthusiastically about auditions for musical performances.

The school provides a very good quality and range of learning opportunities; there is a rich and varied curriculum, very good provision for extra curricular activities and good opportunities for social, moral and cultural development.

11. The curriculum is broad and balanced and particularly rich in Key Stage 4 and in the sixth form. When pupils enter the school they study all subjects of the National Curriculum, religious education and personal and social education. In Year 9, pupils choose which subjects they want to study in Key Stage 4, in addition to English, mathematics, science and a foreign language. They have a wide choice of subjects from the National Curriculum and others, for example business education. This gives pupils breadth and personal choice; pupils in Year 10 spoke well of the choice available. In the sixth form there is a wide range of A-level and AS level courses and courses are organised so that students can mix the arts and sciences. A small number of pupils are disapplied from some National Curriculum subjects in Key Stage 4 and they follow vocational courses with support from the local college. Curriculum provision overall has particular strengths in the combination of balance of intellectual activity and practical activities, for example in art, music and photography.
12. The basic curriculum provision is considerably enhanced by very good provision for extra curricular activities. There are school teams to represent a very wide range of sports and most lunchtimes see large numbers of pupils practising. The school has good provision for physical education and enthusiastic staff who give freely of their time. The school has a strong tradition of musical activities. In addition to individual instrumental tuition, there are a number of orchestras, ensembles and choirs of very high quality. There is an annual musical production, with very keen competition to gain a part.
13. The school provides very good opportunities for social and moral development and good opportunities for cultural development through the curriculum and the ethos and organisation of the school. Pupils are encouraged to work together effectively in teams for example in physical education, drama, science or English. They learn to appreciate the similarities and differences in culture and tradition in their studies in art, music and foreign languages. Many subjects include discussions of moral issues, relationships and emotional conflict and provide good opportunities for explorations of belief and prejudice. Pupils respond well and show high levels of understanding. Pupils behave well in lessons and around the school because there is very clear guidance and expectations and clear teaching on right and wrong.

WHAT COULD BE IMPROVED

How the school identifies that all pupils are achieving as well as they can

14. The school has improved its procedures for assessment, recording and reporting since the last inspection. There are regular assessments of how pupils are attaining and teachers keep appropriate records. Parents are informed each term about their children's attainment but until recently, these were not identified in comparison with National Curriculum expected levels, except in Year 9. When pupils enter the school their attainments overall are well above average in the Key Stage 2 tests in English, mathematics and science. The school is recording this information and each department is informed of each pupil's attainments but teachers are not analysing and using this information effectively to identify individual targets for pupils, to predict how each cohort should attain or to guide future lesson planning. Heads of department have been given details of how previous pupils attained in examinations in different subjects. Senior staff discuss relative subject performance with heads of department but there is no whole-school project to examine similarities and differences and determine strategies for improvement.
15. Senior staff and heads of department have not used assessment information to identify the value that the school adds to learning by good teaching and a very good curriculum. Assessment information is used to show what each pupil is achieving rather than what they should or could be achieving. Although pupils attain high standards, the school does not use assessment information to judge if standards are high enough. The school has started to gather information but much more needs to be done to analyse information and evaluate current performance. Heads of school (pastoral team leaders) and tutors get to know their pupils very well and, under the new assessment arrangement, they review grades for attainment and effort.

Making clear the links between educational priorities and budget

16. The school has introduced more effective school development planning since the last inspection. The governing body has approved whole-school targets but does not yet have clear strategies to evaluate the work of the school. There is no clear link in investigating performance against provision and planning for improvements. The development plan is not costed in detail, which makes it difficult for governors to see if their investment has been worthwhile. Although the school aims include maintenance of high standards, this has involved high staffing levels and governors have been using reserves to balance the budget. There is no longer-term financial planning to identify how high standards can be maintained on a reduced income.
17. Within the whole school plan, each department produces a departmental development plan. These plans however, are predominantly about the process and targets tend to be about resources or training. They do not identify the expected outcome, that is, maintenance or improvement in standards of attainment. Each department receives an annual budget, based on a formula with some additions for development, for example a new examination course. Costs are identified as days needed for teachers to work together or cash costs of new equipment. Heads of department are accountable for their own budget but are not required to link budget to outcomes.

Monitoring formally the quality of teaching to ensure consistency and recognition of good teaching

18. The procedures to monitor teaching are 'light touch' in keeping with the philosophy of the headteacher. Heads of department are responsible for the quality of teaching in their departments but there is no clear link between regular lesson observation, scrutiny of pupil work, feedback and reporting to senior staff. Heads of department have good, mainly informal, strategies to monitor the work of teachers. They usually pick up problems quickly and are able to offer support. On rare occasions, however, heads of department have not been aware of problems, for example with coursework, and standards have fallen temporarily.
19. Teachers have developed some strategies to share their expertise. The mathematics department has been part of a project with Kings College, London. This has involved teachers working together on teaching and learning strategies and members of the department speak highly of the teamwork that developed. In other departments however, there has been little opportunity to share successful strategies in any formal way, although there is much informal exchange.
20. Although staff feel valued and encouraged to use their professional judgement, the lack of rigorous monitoring means that they do not have formal opportunities for the quality of their work to be recognised. In many instances, good teaching is seen only in the quality of pupil attainment rather than in the hard work put in by the teacher concerned.

Ensure that the curriculum meets statutory requirements and give appropriate time and emphasis for personal and social education programmes

21. Pupils in Key Stage 4 are not required to follow a course in technology. Although this gives them additional flexibility for two modern foreign languages or humanities, it does not meet legal requirements. Also in Key Stage 4, there is not enough time given to religious education to meet the requirements of the locally agreed syllabus. Pupils are taught aspects of religious education within time given to personal and social education. This is not enough to cover the requirement of the syllabus. Similarly the programme for personal and social education can not be covered fully in the time available. The course is developing and can make a major contribution to the personal development of pupils, in addition to covering careers education and guidance and health education.
22. The school is in breach of statutory requirements for a daily act of collective worship. Two assemblies are held each day for different year groups and other years have tutor time. In some of these there is a 'thought for the day' but not always. Assemblies have a strong moral and social tone and make a good contribution to the personal development of pupils but they do not always meet the requirements of collective worship.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. These points for improvement should be seen in the context of the many strengths of the school. They are further development of work that has improved since the last inspection.
- a) Ensure that all departments make effective use of assessment data to review teaching and learning; to set realistic targets for all pupils and to plan lessons to meet their needs. Develop further school procedures to monitor the work of individual and groups of pupils; track their progress and keep pupils and their parents well informed.
 - b) Making clear the links between educational priorities and budget by ensuring that all development plans identify the amount and sources of funding for improvements; ensuring that departments plan and monitor the impact of spending decisions on teaching and learning; ensuring that all development plans have a clear focus on improving or maintaining achievement.
 - c) Monitoring formally the quality of teaching to ensure consistency of good teaching. Build on the good relationships and departmental expertise to develop further strategies to monitor teaching, to share good practice routinely by observation, discussion and scrutiny of the work of pupils.
 - d) Develop the curriculum so that it meets statutory requirements for technology, collective worship and religious education and enables the personal development of pupils to be enhanced by a well-organised programme of personal and social education, with appropriate time and emphasis.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
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
1.4	18.8	39.1	37.7	2.9	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 – Y 11	Sixth form
Number of pupils on the school's roll	946	215
Number of full-time pupils eligible for free school meals	39	0

Special educational needs	Y7-11	Sixth form
Number of pupils with statements of special educational needs	11	0
Number of pupils on the school's special educational needs register	121	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	25

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	9

Attendance

Authorised absence	%
School data	4.9
National comparative data	7.9

Unauthorised absence	%
School data	0.2
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	87	104	191

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	76	79	74
	Girls	100	97	94
	Total	176	176	168
Percentage of pupils at NC level 5 or above	School	94 (92)	91 (86)	88 (87)
	National	63 (64)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	53 (69)	71 (67)	46 (58)
	National	28 (34)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	73	75	74
	Girls	94	91	95
	Total	167	166	169
Percentage of pupils at NC level 5 or above	School	88 (87)	87 (81)	88 (84)
	National	64 (65)	64(60)	60(56)
Percentage of pupils at NC level 6 or above	School	62 (50)	74 (65)	51 (57)
	National	31 (35)	37 (36)	28(27)

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	82	101	183

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	60	79	79
	Girls	80	100	100
	Total	140	179	179
Percentage of pupils achieving the standard specified	School	76.5 (76)	97.8 (99)	97.8 (99)
	National	47.8 (44.6)	88.4 (89.8)	95.0 (95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	47.8 (47.7)
	National	38.0 (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	0
	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	54	34	88

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	17.1	22	19 (19.1)	0	2	2 ()
National	N/A	N/A	[] (17.6)	N/A	N/A	(2.8)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	2
Indian	30
Pakistani	21
Bangladeshi	3
Chinese	5
White	862
Any other minority ethnic group	15

Teachers and classes**Qualified teachers and classes: Y7-13**

Total number of qualified teachers (FTE)	68.4
Number of pupils per qualified teacher	16.9

FTE means full-time equivalent.

Education support staff: Y7– Y13

Total number of education support staff	15
Total aggregate hours worked per week	294

Deployment of teachers: Y7-13

Percentage of time teachers spend in contact with classes	79
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Average teaching group size: Y7– Y11

Key Stage 3	25
Key Stage 4	22

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	10	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998/9
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	£
Total income	2,962,167
Total expenditure	3,006,856
Expenditure per pupil	2,649.21
Balance brought forward from previous year	103,770
Balance carried forward to next year	59,081

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,161
Number of questionnaires returned	412

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	6	0	2
My child is making good progress in school.	39	48	3	0	9
Behaviour in the school is good.	26	62	4	0	8
My child gets the right amount of work to do at home.	19	53	13	3	12
The teaching is good.	26	63	2	0	9
I am kept well informed about how my child is getting on.	26	48	15	1	10
I would feel comfortable about approaching the school with questions or a problem.	49	42	6	0	3
The school expects my child to work hard and achieve his or her best.	57	38	2	0	3
The school works closely with parents.	23	52	15	2	8
The school is well led and managed.	44	49	1	0	7
The school is helping my child become mature and responsible.	34	52	5	1	8
The school provides an interesting range of activities outside lessons.	35	52	4	1	8