

# INSPECTION REPORT

**Pilton Community College**

Barnstaple

LEA area: Devon

Unique reference number: 113515

Headteacher: Mr S Satinet

Reporting inspector: Mr T M Jardine  
12890

Dates of inspection: 28<sup>th</sup> – 30<sup>th</sup> March 2000

Inspection number: 184305

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:	Community
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
School address:	Chaddiford Lane Barnstaple Devon
Postcode:	EX31 1RF
Telephone number:	01271 374381
Fax number:	01271 324271
Appropriate authority:	The governing body
Name of chair of governors:	Mrs K Stanbury
Date of previous inspection:	6 <sup>th</sup> – 10 <sup>th</sup> March 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The college is a large mixed 11-16 comprehensive school with 1272 pupils on roll, 607 boys and 665 girls. About three-quarters of the pupils come from Barnstaple and the rest from the surrounding rural areas. Although the percentage of pupils eligible for free school meals is broadly in line with the national average, pupils are drawn from a very wide range of socio-economic backgrounds. Very few pupils have English as an additional language or come from ethnic minority families. The proportion of pupils with special educational needs is broadly in line with the national average but the proportion of pupils with statements of special educational needs is well above the national average. The overall attainment of pupils on entry to the school is below average.

### **HOW GOOD THE SCHOOL IS**

Pilton Community College is a very effective school. Pupils' achievements are above average; their attitudes, behaviour and personal development are excellent; the quality of teaching is very good and leadership and management are excellent. It provides excellent value for money.

#### **What the school does well**

- Outstanding leadership and management have created an excellent environment for learning
- Attainment at Key Stage 4 is well above average because of the very good progress made by pupils throughout the college
- Very good teaching and pupils' excellent attitudes and behaviour play a major part in raising standards
- The moral, social and cultural development of pupils is very good
- The procedures for ensuring pupils' welfare are very good.

#### **What could be improved**

- The attainment of boys at GCSE
- The opportunities for spiritual reflection and the extent to which subjects contribute to the spiritual development of pupils.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The college has improved very well since the last inspection in March 1995. The improvement in results at Key Stage 3 is in line with the national average and GCSE results have improved at a faster rate than the national average. GCSE results for higher attainers remain as good as at the last inspection and for average and lower attainers they are better. The quality of teaching has improved and this has contributed to the improvement in pupils' achievement. Good progress has been made with most of the key issues. Governors' roles and responsibilities have been clarified and governors now contribute effectively to the leadership and management of the college. Assessment is used much more to help plan the curriculum and to help pupils make progress. Annual reports to parents have been improved but some subject reports do not explain precisely what pupils need to do to improve their progress. Heads of subject departments now play a major role in the monitoring and evaluation of the college. The quality of assemblies has been

improved; many now have a religious theme, but the requirement for a daily act of collective worship is still not met. The policy and practice regarding equal opportunities have been extensively improved.

## STANDARDS

The table shows the standards achieved by 16-year-olds based on average point scores in GCSE.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	B	A	A	A	well above average    A above average        B average                C below average        D well below average   E

Pupils' achievement is good at Key Stage 3 and very good at Key Stage 4. On entry pupils' overall standard of attainment is below average but by the end of Key Stage 3 it is average and by the end of Key Stage 4 above average. This represents very good progress.

GCSE results have improved since the last inspection at a faster rate than the national trend and are now well above the national average. In 1999 the proportion of pupils gaining five or more grades A\*-G and one or more grades A\*-G was in the top five per cent of schools nationally. Both boys' and girls' results were well above average for 1999 and in the last three years. However, girls outperformed boys by significantly more than the national average in two out of the last three years. The proportion of pupils gaining higher grades (A\*-C) in art and design, design and technology, biology, chemistry, physics, English, mathematics and vocational subjects was significantly above the national average. However, the proportion of pupils gaining higher grades in drama and history was significantly below the national average.

The college's targets for the proportion of pupils gaining five or more A\*-C grades at GCSE are 56 per cent for 2000 and 57 per cent for 2001. These targets are suitably challenging.

Results in the national tests for 14-year-olds, during the period 1996 to 1999 were average overall for both boys and girls. In individual subjects, results in mathematics have been consistently above average, results in English have fluctuated from well above average to below average and results in science from above average to average. In 1999 overall results were average in comparison with all schools and below average compared with similar schools.

Standards of work seen are above average overall: they are average at the end of Key Stage 3 and well above average at the end of Key Stage 4. At the end of Key Stage 3 standards are average in English and above average in mathematics and science. At the end of Key Stage 4 standards in all three subjects are well above average. Current standards in drama and history are good. Standards of literacy and numeracy are good overall. The standard of boys' literacy is notably less good than that of girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy college and display interest and involvement in their studies.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is excellent.
Personal development and relationships	Pupils respect one another and their teachers. They co-operate with teachers in class and are keen to take on positions of responsibility.
Attendance	Attendance is above the national average and pupils are punctual.

Excellent relationships between all members of the college community promote the excellent attitudes, behaviour and personal development of pupils. Exclusions decline as pupils move through the college indicating the growing influence of the attitudes and values of the college on the behaviour of pupils.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	good	very good

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

Teaching was satisfactory or better in 97 per cent of the lessons seen. It was very good or better in 42 per cent of lessons and less than satisfactory in only three per cent of lessons.

The overall quality of the teaching and learning seen at Key Stages 3 and 4 was very good in English, mathematics and science. Particular strengths of good teaching are the relationships between teachers and pupils, the use of teaching methods that require all pupils to think, the clear sense of purpose and the effective use of the time available. Pupils' attitudes and behaviour promote learning. They settle down promptly, show interest in their studies, concentrate well, listen to the teacher and each other and act in a co-operative manner. In so doing they contribute to the very good progress achieved throughout the college. The quality of marking is high; it often contains comments that explain how pupils can improve their work. Occasional weaknesses in teaching are a slow pace that fails to engage the interest of pupils, inappropriate learning resources or low expectations.

All subjects contribute to the development of pupils' literacy skills, particularly English, for example through the teaching of key words. Numeracy is promoted by the extensive use of mental arithmetic in mathematics. The needs of pupils of differing abilities are met by grouping pupils based on their ability, the selection of appropriate resources and tasks, and the provision of individual help.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils have full access to a very broad and appropriate curriculum that meets legal requirements. The teaching time for art, history and geography at Key Stage 3 is relatively short.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress in all subjects in relation to the targets set for them.
Provision for pupils with English as an additional language	Provision for the few pupils involved is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral, social and cultural development is very good. Spiritual development is generally satisfactory: some subjects make a significant contribution during lessons but others only mention spirituality incidentally. There are insufficient planned opportunities for spiritual reflection in assemblies or form time.
How well the school cares for its pupils	The ethos of care and mutual respect throughout the college is very strong. Health and safety procedures and child protection measures are firmly in place.

Creative arts, religious education, the broad range of design and technology and the teaching of information and communication technology are all strengths of the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the college are excellent. Teachers' morale is high and pupils enjoy coming to college.
How well the governors fulfil their responsibilities	Governors are well informed and carry out their duties diligently. They use their expertise to benefit the college. They are strongly supportive of the college whilst still holding the principal and senior management to account.
The school's evaluation of its performance	There is a culture of monitoring and evaluation that results in effective action when required.
The strategic use of resources	Financial resources are carefully allocated to meet needs as a result of detailed planning. Materials and equipment are well cared for. The principles of best value are comprehensively applied.

The college achieves above average standards of attainment with a below average income. Value for money is sought and attained in all aspects of expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Pupils are expected to fulfil their potential</li><li>• The college is well led and managed</li><li>• Parents are made to feel welcome and their concerns are dealt with promptly</li><li>• Pupils make good progress</li><li>• Good quality teaching</li><li>• Pupils like college</li><li>• Pupils' behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The quantity and quality of the tasks set for homework</li><li>• More specific information about pupils' progress.</li></ul>

The inspectors agree with the overwhelmingly positive views of the college held by the vast majority of parents. Some of the parents' concerns are justified. Although homework is regularly set and well marked, all pupils tend to get the same task so the challenge is not appropriate for some pupils. The comments on progress in some subject reports do not set targets for improvement or spell out what pupils should do to improve their work.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Outstanding leadership and management have created an excellent environment for learning**

1. The leadership of the college is highly effective; it provides a clear direction for the college. A particular strength is the establishment of good working relationships between all members of the college community based on mutual respect. The principal and senior management team are accessible and approachable to all members of the college community, including pupils and parents. This has given rise to a staff with high morale who are proud of their achievements and very committed to the success of the college. Parents feel listened to and hold a very favourable view of the college management. Likewise pupils enjoy coming to college, behave responsibly and play their part in ensuring it runs smoothly and achieves high standards. An environment has been created where learning flourishes and equal opportunity is practised.
2. The senior management team has a common sense of purpose and shared values and norms about learning, behaviour and relationships. Their main priorities are the standards achieved by pupils and the quality of education provided by the college. A comprehensive system of college evaluation is in place that is used to analyse the past and plan for the future. For example, the results of Key Stage 3 tests and GCSE examinations are analysed in September of each year and the school performance compared to national standards. Examples of under-performance are investigated and appropriate action taken. For example in 1999, the English and science departments drew up plans to improve their Key Stage 3 results. Middle managers know what is expected of them, feel appreciated and lead and manage their subject departments and year groups well. They are extensively involved in monitoring and evaluating the teaching and curriculum and take remedial action when required. The improvement in the performance of the college since the last inspection and the way the college took the inspection in its stride are evidence of the positive effect of the leadership and management.

#### **Attainment at Key Stage 4 is well above average because of the very good progress made by pupils throughout the college**

3. Pupils of all levels of ability, including many with special educational needs, attain well at GCSE. In 1999, the proportion of pupils who gained five or more A\*-C grades was above average and the proportion who gained five or more A\*-G and one or more A\*-G was very high. In spite of entering an above average proportion of pupils for GCSE no pupil failed to get at least one subject at grade A\*-G compared with the national average of six per cent.
4. The English files of the most able Year 11 pupils are very well organised. They show very good awareness of the syllabus requirements and criteria. Pupils write lengthy assignments that display sensitivity to literature and the ability to analyse without losing the general impression. They use succinct quotations that imply understanding, 'She waited for the coach to pass "impatiently" '. The style is confident and mature. Commas and clauses are well used to emphasise, change pace or give a tone to meaning. The re-drafting of work to improve the final product is very good.

5. Pupils worked to a high standard when improvising character in a Year 10 drama class. Almost all were able to sustain a role in mime. They moved with thought and awareness. Most pupils could evaluate their role well; for example they spoke of the physical challenge of playing an old person. They worked independently and with sensitivity to each other. The degree of physical control was good and when role playing conversation they tried to reflect the character of the part.
6. The quantity and quality of work seen in mathematics at Key Stage 4 is high. It is well presented, accurate and well marked. The above average pupils show very good understanding of the topics studied. For example, one class had solved a large number of quadratic equations accurately and quickly using formula. The high quality of the work clearly shows that pupils enjoy mathematics.
7. A lower set of Year 11 science pupils produced work of a high standard during a project on astronomy. They skilfully drew together material from books, video, printed materials, classroom displays and the Internet. They used their literary skills to communicate scientific ideas and findings using the correct terminology. They worked hard to produce a well-illustrated booklet that developed both their scientific and literary skills.
8. A fast moving lesson in design and technology began by checking what pupils already knew and then moved swiftly on to a practical session that had been carefully prepared beforehand. Pupils organised themselves quickly and used the equipment carefully. The pupils were introduced to assembling circuits in a systematic and interesting way. The teachers offered effective guidance to groups and individuals. By the end of the lesson pupils were able to rapidly assemble circuits as instructed, showing clear progression to more complex functions and tasks.

**Very good teaching and pupils' excellent attitudes and behaviour play a major part in raising standards**

9. Teachers make very good use of resources to help pupils learn, such as during a Year 10 science lesson about the structure and function of the heart. The lesson began by outlining to the pupils what was to be learned. After making sure that pupils understood earlier work the teacher proceeded to introduce new material. A video was shown in short sections to illustrate the functioning of the heart and to allow key points to be stressed. Pupils watched the video carefully and were able to answer questions on the functions of the heart chambers and the flow of blood. The teacher then used a model of a heart followed by a sheep's heart to extend and reinforce the knowledge and understanding of the topic. The sight of the sheep's heart, which they were required to dissect later in the lesson, fascinated the pupils.
10. Lively varied teaching methods are used to stimulate pupils' interest and to help them learn. A Year 7 French class used mimes and mimicry to develop attention to sound and tone, an approach that was much enjoyed by pupils. A guessing game was used to encourage the use of vocabulary and flash cards to extend its range. Pupils' confidence and morale were improved by the widespread use of praise to reward pupils who got the right answer or who made a good attempt. Due attention was paid to accuracy in oral and written work. Pupils enjoyed the judicious use of humour by the teacher. The confident and brisk style encouraged the pupils to try new pronunciations and promoted favourable attitudes to the learning of French.

11. Confident and sensitive teaching encourages effort, thought and openness of ideas, which are very well shared and developed. In a Year 11 English lesson very good relationships between the teacher and pupils meant that the class settled down quickly, listened carefully and worked well in small groups and pairs. Pupils shared ideas readily and listened to and valued the views of others. Pupils were keen to suggest answers to open-ended questions posed by the teacher, whose warm and enthusiastic manner encouraged them. The teacher valued pupils' ideas and made good use of them. Pupils' concentration and behaviour were excellent and some showed considerable initiative. The teacher held pupils' attention by maintaining the focus of the lesson and varying the pace. Expectations of pupils' attainment and behaviour were high.
12. Well planned and managed lessons make good use of the short time available. Pupils arrived promptly at a Year 9 art lesson and settled down quickly. The pace of the lesson was necessarily brisk because there is only one period of art per week. Opportunities to introduce key words such as 'emaciated' were taken and the language of art well used. The teacher was able to gain the pupils' attention effortlessly. Pupils were encouraged to use the time spent waiting for paint to dry to get on with other work in their sketchbooks. Pupils were very attentive and most concentrated consistently well.
13. Clear explanations, excellent use of visual aids, attention to detail and very high expectations give rise to high standards of numeracy. An enthusiastic group of Year 7 pupils arrived ready for work in a mathematics lesson. The teacher capitalised on their keenness by developing new ideas through oral questioning and the use of well-prepared overhead projection slides. Most pupils were very keen to answer questions and the teacher successfully encouraged less confident pupils to join in the oral work. Pupils had to show how they had reached their answer and calculators were forbidden. Pupils understood new ideas quickly and consolidated them by means of written work.
14. Pupils made very good progress in a Year 8 music lesson due to good planning and methods that took account of the differing abilities of the pupils. A strong emphasis on assessment meant that pupils knew how well they were doing and what to do to improve. Pupils worked independently in mixed ability groups, each one making a full contribution. The more able found such sessions helped them develop their musical vocabulary and understanding of musical structure. The teacher's excellent knowledge and understanding and her confidence encouraged all pupils to try their best in group work and to collaborate well. Musical vocabulary was well developed and used in the assessment of musical appreciation and performance. The teacher's high expectations of pupils were rewarded by the volume of good quality work produced by most groups.
15. Pupils, many with special educational needs, in a Year 7 mathematics class made good progress and achieved well because the teacher gave thorough and patient explanations of how to measure angles using a protractor. He engaged pupils' interest by getting them to measure angles on the board in front of the class and to set angles for their classmates to measure. Later they moved on to use the computer to measure angles. This fun approach and his encouragement held the interest of the class, increased their confidence and eventually led to widespread understanding.

### **The moral, social and cultural development of pupils is very good**

16. The college's aims refer to the development of spiritual, moral, social and cultural awareness and they are fully implemented in the life of the college.
17. The college's code of conduct is at the heart of moral development. It is widely observed by pupils because they believe it to be the right way to behave. Several subjects such as religious education, English, art and history tackle moral themes and get pupils to consider elements such as truth and honesty. Other subjects such as physical education encourage sportsmanship. Assemblies are based on a programme with a strong moral theme. Form tutors encourage pupils to address concerns through the school council rather than merely complaining. Personal, social and health education is established, co-ordinated and monitored. It covers a wide range of issues and deals with them in a moral framework. Pupils are engaged in fund raising for charity, in some cases taking the initiative to raise funds for causes they feel strongly about.
18. Numerous opportunities are provided for pupils to develop socially. The school council is a particularly good example where pupils put forward their views after consultation with their peers and feel that their point of view will be listened to and, where feasible, acted upon. It is clear that the college values pupils' views. Other opportunities to exercise responsibility are the voluntary prefect system and the chance to engage in community service. Extra-curricular activities offer similar opportunities to work together, in particular the sports teams and the annual drama production, which this year involved 120 pupils in the musical 'Bugsy'. Links with outside bodies provide numerous opportunities for the development of social skills.
19. Several subjects contribute to pupils' understanding of their own culture and that of other nations. Examples were seen in English, art, geography, history, religious education and French and German. The college has a well established system of foreign exchanges with France and Germany that attracts both boys and girls. In addition there is a mini-exchange with France for Year 7 that acts as an introduction to the formal exchanges in Years 9 and 10. Drama and dance productions, the choir and theatre visits all make a very good contribution to cultural development.

### **The procedures for ensuring pupils' welfare are very good**

20. A strong ethos of care and mutual respect is present throughout the college. Year heads and tutors stay with their groups as they move through the college so they know them well. Tutors establish good relationships with pupils and parents that help build trust. Parents often alert the college to potential problems which helps the tutor exercise care. Pupils help by looking after one another.
21. A committee of the governing body oversees health and safety. A health and safety committee, including representatives from departments, reports to the governors periodically. All aspects of the college carry out risk assessments, for example, classes were alerted to the dangers of using adhesives in design and technology and the need to wear eye protection in science. All teachers are informed of the health problems of pupils with special educational needs at the beginning of the school year. A teacher is responsible for managing disability.

22. Child protection issues are overseen by the deputy head who leads a group of trained staff including first aiders and a nurse. Year heads and tutors are kept informed of what to do in particular circumstances.
23. A particularly careful watch is kept on the attendance of pupils who are at risk. The college works closely with outside agencies and the educational welfare officer.

## **WHAT COULD BE IMPROVED**

### **The attainment of boys at GCSE**

24. The gap between the percentage of boys and girls gaining five or more GCSE subjects at grades A\*-C has been significantly greater than the national average in two out of the last three years. The national difference is approximately ten per cent; the college difference was 20 per cent in 1999, 12 per cent in 1998 and 15 per cent in 1997. The difference is due to the superior performance of girls in subjects where literacy is the central component. The college is aware that boys' literacy needs to be improved and is taking steps in that respect.

### **The opportunities for spiritual reflection and the extent to which subjects contribute to the spiritual development of pupils**

25. Although assemblies have improved substantially since the last inspection and many have a religious theme, there are still too few opportunities for spiritual reflection. In the three assemblies seen during the inspection two invited the pupils to reflect but did not give enough time for it to be meaningful. No use of form time for reflection was seen.
26. Several subjects make significant contributions to the spiritual development of pupils including religious education, art, English and history. Other subjects also contribute, but only incidentally rather than planned into the curriculum.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- ❑ Improve the attainment of boys at GCSE by continuing to improve their literacy and by providing more specific targets for boys to aim at, both when their work is formally assessed and in reports, making it clear what they need to do to improve further.
- ❑ Increase the opportunities for spiritual reflection in assemblies and during form time and include opportunities for spiritual development in the schemes of work of all subjects.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	37	27	29	3	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	1272	-
Number of full-time pupils eligible for free school meals	133	-

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	63	-
Number of pupils on the school's special educational needs register	216	-

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.3
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	105	132	237

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	41	78	64
	Girls	80	81	66
	Total	121	159	130
Percentage of pupils at NC level 5 or above	School	51 (81)	67 (68)	55 (61)
	National	63 (64)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	22 (48)	43 (42)	21 (24)
	National	28 (34)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	66	83	74
	Girls	103	92	85
	Total	169	175	159
Percentage of pupils at NC level 5 or above	School	71 (73)	74 (56)	67 (76)
	National	64 (61)	64 (64)	60 (60)
Percentage of pupils at NC level 6 or above	School	37 (33)	44 (42)	32 (31)
	National	31 (31)	37 (36)	28 (31)

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

### Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	102	118	220

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	47	101	102
	Girls	78	117	118
	Total	125	218	220
Percentage of pupils achieving the standard specified	School	57 (54)	99 (98)	100 (100)
	National	46.3 (45)	90.7 (90)	95.7 (95)

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

GCSE results		GCSE point score
Average point score per pupil	School	45 (43)
	National	37.8 (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	25	92 (71)
	National		-

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	6
Indian	2
Pakistani	
Bangladeshi	5
Chinese	1
White	1256
Any other minority ethnic group	

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	29	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 – Y11**

Total number of qualified teachers (FTE)	72.6
Number of pupils per qualified teacher	17.5

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	28
Total aggregate hours worked per week	658

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	76.6
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.5
Key Stage 4	20.5

### ***Financial information***

Financial year	1998/99
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	£
Total income	2605813
Total expenditure	2581685
Expenditure per pupil	2105
Balance brought forward from previous year	32223
Balance carried forward to next year	56351

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	1272
Number of questionnaires returned	357

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	4	1	0
My child is making good progress in school.	52	43	3	0	2
Behaviour in the school is good.	39	51	4	0	6
My child gets the right amount of work to do at home.	32	55	10	3	1
The teaching is good.	44	50	2	0	3
I am kept well informed about how my child is getting on.	39	45	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	34	2	2	1
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	37	46	12	2	3
The school is well led and managed.	55	39	1	1	4
The school is helping my child become mature and responsible.	49	44	3	1	3
The school provides an interesting range of activities outside lessons.	45	42	5	1	7