

INSPECTION REPORT

KINGS' SCHOOL

Winchester

LEA area: Hampshire

Unique reference number: 116468

Headteacher: Mr R W Bradbury

Reporting inspector: Mr D Cox
10297

Dates of inspection: 28th February – 1st March 2000

Inspection number: 184717

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: 11-16

Gender of pupils: Mixed

School address: Kings' School
Romsey Road
Winchester
Hampshire

Postcode: SO22 5PN

Telephone number: 01962 861161

Fax number: 01962 849224

Appropriate authority: Governing body

Name of chair of governors: Mr P Bray

Date of previous inspection: 1st May 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kings' School is situated in a pleasant residential area in the southern outskirts of Winchester and draws pupils from a wide geographical area. It is a mixed comprehensive school for pupils aged 11 - 16 with 1504 pupils on roll. The school is very popular with parents and the number of pupils on roll has consequently grown by 50 per cent since the last inspection. The school is bigger than most other secondary schools. The school has provision for 30 boarders.

The school has very few pupils from ethnic minorities with 0.7 per cent of pupils speaking English as an additional language. Pupils' socio-economic circumstances are above average. Nationally recognised tests indicate that the attainment of pupils entering the school at Year 7 is broadly average. The spread of ability has remained reasonably constant as the school has grown. There are 310 pupils on the register of special educational needs, this is 20 per cent of the school population and is above the national average. There are 30 pupils with statements of special educational need. Kings' is a 'resourced' school for physically disabled pupils, with 18 physically impaired pupils currently attending the school. The percentage of pupils known to be eligible for free school meals is below the national average at 5.7 per cent, this is lower than that noted in the last inspection.

HOW GOOD THE SCHOOL IS

This is an outstanding school. The overall effectiveness of the school is excellent and it provides excellent value for money. Through excellent leadership and a strong commitment to improvement in all areas of its work the school provides an outstanding education for all pupils. A positive climate for learning has been created which ensures that pupils achieve very high standards.

What the school does well

- A great strength of the school is the regularity with which pupils are taught to either a very good or excellent standard and this leads to excellent learning and achievement.
- Pupils attain very high standards in all their subjects by the end of Key Stage 4
- The standards that boys attain have improved significantly.
- Pupils show a great enthusiasm for school and this is reflected in the well above average levels of attendance.
- The headteacher provides outstanding leadership and demonstrates a single-minded pursuit of excellence that permeates the school.
- The quality of financial planning and control is excellent.

What could be improved

- Pupils do not make as much progress in information technology as they do in other subjects at Key Stage 3.
- The annual written reports to parents on their child's performance do not always inform parents about the achievements and progress that their child has made.

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 excellent progress since the last inspection in June 1995. The school has succeeded in extending its already high standards. Significant improvements to the good teaching noted in the last report have ensured that levels of attainment have risen significantly in each key stage. The rate of attendance has improved from above average to well above average. Significant improvements have been made to the accommodation. The school's response to the key issues identified has been excellent although further work is needed in ensuring that there is a daily act of collective worship.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-------------------|---------------|------|------|-----------------|---|
| | all schools | | | Similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| GCSE examinations | A | A | A | A* | very high A* well above average A above average B average C below average D well below average E |

In National Curriculum tests at the age of 14, pupils' results in English were very high in comparison with the national average and the school is in the top five per cent of schools nationally. In mathematics and science, results were well above average. Overall, pupils' results in English and mathematics were very high in comparison with schools with pupils from similar backgrounds and again the school is in the top five per cent of schools nationally. Results were well above average in science. Taking pupils' performances in all three core subjects together, the school's performance in comparison with similar schools is in the highest five per cent of schools nationally.

In the 1999 GCSE examinations, the proportions of pupils obtaining five or more passes at grades A*-C and A*-G were well above the national averages. The total GCSE points score per pupil was well above the national average when compared with all schools. When compared with schools with pupils from similar backgrounds, results were very high and the school is in the highest five per cent of schools nationally. There are no weak subjects in this school. The improvement in results is above the national trend. Boys' results in particular have improved significantly and are now very high in comparison with the national average. A significant proportion of pupils attains grades at GCE AS level at Key Stage 4. The school sets very challenging targets for improvement and these are being met or exceeded year-on-year.

In the work seen during the inspection, the standards that pupils attain reflect the school's examination results. There are no weak subjects at either key stage. Work of an outstanding calibre was seen which was far in advance of the level expected normally. The school has excellent schemes in place to raise pupils' levels of literacy and numeracy and this is reflected in the well above average levels of literacy and numeracy observed throughout the inspection.

Pupils achieve excellent standards given their attainment on entry to the school. Pupils enter the school with a wide range of abilities and by the end of Key Stage 3 are achieving at a level well above the national average and this excellent achievement continues at Key Stage 4. All pupils are provided with many opportunities to excel and this is reflected not only in the school's examination results but also in other areas of its work such as the arts and sport.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils' attitudes are excellent. Pupils come to school each day wanting to learn and with real enthusiasm. They speak about their school with pride. |
| Behaviour, in and out of classrooms | Pupils' behaviour is predominantly excellent in and around the school. There are a small number of exclusions |
| Personal development and relationships | Pupils' personal development is very good. Pupils respect each other and there is often a high level of debate between them. The relationships between different groups of pupils are excellent. |
| Attendance | Pupils' attendance is well above average and their punctuality to lessons is excellent. |

TEACHING AND LEARNING

| Teaching of pupils: | aged 11-14 years | aged 14-16 years |
|----------------------|------------------|------------------|
| Lessons seen overall | Excellent | Excellent |

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.

The quality of teaching is exceptionally high. Pupils are taught consistently to either a very good or excellent standard. The quality of teaching is at least very good and predominantly excellent in all subjects. There has been a significant improvement to the good teaching noted in the last report. The quality of teaching is now at least satisfactory in all lessons seen; good or better in 92 per cent of lessons and very good or excellent in 74 per cent of lessons. Teaching of the very highest order was seen in 34 per cent of lessons. The excellent teaching provision brings about excellent learning. The teachers expect their pupils to achieve the very highest standards. The number of pupils in some classes is high, but this has no detrimental effect on the quality of learning, with many teachers turning the class size into an advantage by promoting greater competition between the pupils.

The quality of learning is excellent; for example, revision questions are set for homework every week. All subjects match the content of their work exactly to the requirements of the examination syllabuses. Pupils are given a lot of homework, but this is fundamental in bringing about the very high standards at the school. Above all, however, the teachers believe that all pupils are capable of much higher achievement than their attainment on entry to the school would normally suggest.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is very good and provides pupils with opportunities to achieve high standards in all areas of their studies. Not enough opportunities are provided for pupils to practise and develop information technology in other subjects. |
| Provision for pupils with special educational needs | The school makes excellent provision for pupils with special educational needs and for pupils with physical disabilities. All these pupils are very well catered for and are fully integrated into the life of the school. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good provision is made for pupils' personal development. There is excellent provision for pupils' moral and social development and very good provision for spiritual and cultural development. |
| How well the school cares for its pupils | The school has excellent child protection procedures. There are excellent procedures in place for monitoring and supporting the development of individual pupils. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides outstanding leadership and is very well supported by the senior management team and other key staff. |
| How well the governors fulfil their responsibilities | The governing body is very good and supports the work of the school very well. It meets all its statutory requirements with the exception of providing a daily act of collective worship. |
| The school's evaluation of its performance | This is an outstanding strength of the school. The school analyses every aspect of its work in minute detail and uses the information to ensure there is continual improvement. |
| The strategic use of resources | In every aspect, the school is constantly seeking to make the best use of the available resources and to provide the very best education for its pupils. The school provides excellent value for money. |

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 very high standards achieved. • The very good progress that pupils make. • The provision for pupils with special educational needs. • The excellent attitudes and values that the school promotes. • The very good behaviour and attendance. • The very good progress that the school has made since the last inspection. | <ul style="list-style-type: none"> • Pupils do not get the right amount of homework. • Parents are not kept well informed about how their child is getting on at school. • The school does not work closely with parents. |

The inspectors agree with all the very positive views expressed by the parents. The inspectors also agree that pupils get a substantial amount of homework. However, the homework is always relevant and is fundamental in bringing about the very high standards that the school achieves. Parents receive a good deal of information about the school. However, the annual written reports to parents on their child's performance do not always inform parents about the achievements and progress that their child has made. The school does work very closely with parents and is quick to involve them when concerns arise.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

A great strength of the school is the regularity with which pupils are taught to either a very good or excellent standard and this brings about excellent learning and achievement.

1. Pupils receive lessons that are consistently taught to either a very good or excellent standard. The teachers expect their pupils to achieve the very highest standards and this is observed in many aspects of their work. The tasks that are chosen are extremely demanding and are matched to the needs of all pupils, so that all pupils are extended regardless of their previous levels of attainment. Lessons regularly start with questions that test pupils' previous knowledge and understanding of the topic, so that the teacher can quickly assess where to pitch the content of the lesson. The questions are particularly searching and ensure that pupils must think hard about their answers. Teachers ensure that pupils are able to argue their case rather than simply accepting a brief response. The planning of lessons is outstanding and promotes rapid learning on most occasions. Teachers use short-term targets very well and do not waste time in the lessons. Deadlines are set and pupils know that these deadlines will be rigidly enforced and so work very hard to meet them. Activities are combined to serve more than one purpose. In physical education for example, warm-up routines are combined with practising footwork skills. The number of pupils in some classes is high, but this has no detrimental effect on the quality of learning, with many teachers turning the class size into an advantage by promoting greater competition between the pupils.
2. The attention paid to the consolidation of pupils' learning is excellent. For example, revision questions are set for homework every week in mathematics; pupils must condense their own notes onto small cards to form their own revision booklets in religious education; and short tests are regularly used in many other subjects. All subjects match the content of their work exactly to the requirements of the examination syllabuses. In design and technology, for example, this approach has led to pupils successfully studying for GCSE in both design and technology and information technology in just half the recommended time. Pupils are given a substantial amount of homework, but this is fundamental in bringing about the very high standards at the school. Homework is used very well to extend the work covered in class and to ensure that pupils have a secure grasp of the work. Deadlines for homework and coursework are rigidly enforced, with parents contacted immediately if such deadlines are not met. Above all, however, the teachers believe that all pupils are capable of much higher achievement than their attainment on entry to the school would normally suggest. The lower attaining boys, for example, are told that the only way that will not achieve a higher grade at GCSE in English is if they fail to arrive for the examination, whilst the highest attainers are stretched and entered for GCSE as early as the end of Year 10.

Pupils attain very high standards in all their subjects.

3. Pupils arrive at the school with levels of attainment that are broadly average, although there are both very high and very low attaining pupils who join the school in Year 7. By the age of 14, pupils achieve results in the national tests that are well above the national averages. The results in English place the school in the top five per cent of schools nationally. When the overall results for all three core subjects together are compared to schools with pupils from similar backgrounds, the school is in the top five per cent of schools nationally. This represents excellent progress in Years 7 to 9. Standards of attainment are well above average in most subjects and many of the highest attainers sit their GCSE examinations at the age of 14. The excellent rate of progress is continued throughout Years 10 and 11 and pupils leave the school with examination results that are well above the national average and place the school in the top five per cent of schools when compared with schools with pupils from similar backgrounds. This is despite the school having pupils on roll that are older than other pupils in their year group are and whose results do not count towards the published statistics. A significant proportion of pupils sit GCSE AS level examinations in Year 11 and all achieve a pass. Results at GCSE are well above average in almost all subjects. These results represent excellent levels of achievement on the part of all pupils throughout the school and are confirmed by the standards observed in lessons.

4. There are three elements that are of particular note in the high standards achieved by the school: the improvement in literacy skills; the improvement in numeracy skills and the achievements of boys. The school goes to great lengths to improve the pupils' standards of both literacy and numeracy. All pupils receive regular literacy lessons at Key Stage 3. All teachers insist on correct terminology when answering questions, both orally and in writing. Classrooms have large displays of words that pupils are expected to learn and use in their work and many teachers make use of support 'frameworks' that promote the development of writing skills. All pupils, including even the highest attainers, are expected to improve their levels of numeracy. The school numeracy scheme is carefully constructed to match levels of numeracy on entry to the school to those expected of the individual pupil after a given period of time. Pupils are tested on a regular basis and the results show a remarkable improvement in skills. This improvement has been brought about both by the specific numeracy lessons and by techniques such as mental arithmetic practise or all pupils being made to convert their test results to percentages. In the work seen in science in Year 9, for example, there was not a single mistake in any calculation on speed.

The standards that boys attain have improved significantly.

5. The standards attained by the boys have improved rapidly from 45 per cent of boys gaining five or more passes at grades A* to C in 1995 to 80 per cent in 1999. The school realised that boys were underachieving and has put in place excellent strategies for improving boys' performance. They have addressed this underachievement most successfully, to the extent that boys are now achieving at the same high level as the girls. Strategies have included: single sex groups, so that boys do not feel embarrassed when discussing topics such as romantic poetry; identifying syllabus content that boys find more interesting, such as weaponry in history and using activities where there are finite answers. Overall, however, the most important aspect is the school's focus on creating a culture of success, where boys do not perceive achievement as "uncool". This is typified by the formation of the "Gentlemen Scholars" group in English who are attaining well above the level that would normally be expected given their levels of prior attainment.

Pupils show a great enthusiasm for school and this is reflected in the well above average levels of attendance.

6. Pupils demonstrate an excellent commitment to their studies and usually work extremely hard in lessons and at home. The large majority attends numerous extra lessons provided out of school hours for GCSE work. Behaviour in lessons is of the very highest standard, because pupils know that teachers expect the highest standards from them in all aspects of their performance. Pupils are very keen to answer questions in class and listen attentively to both the teacher and their peers. They take a great pride in their work and standards of presentation are very high. The culture of success that the school has successfully promoted has led to a healthy competitive spirit among the pupils, so that they are always keen to do their best in order to reach the top of the class. This is seen in the way that they are eager to receive their test results or their marks for homework and compare them with their neighbours'. This competitiveness does not prevent them being proud of the achievements of other pupils. In an assembly, where GCSE mathematics certificates were presented to Year 10 pupils, there was sustained applause. The interaction between pupils with physical disabilities and other pupils is excellent and significantly enhances the personal development of all pupils.

The headteacher provides outstanding leadership and demonstrates a single-minded pursuit of excellence that permeates the school.

7. The headteacher is well supported by other members of the senior management team in his single-minded pursuit of excellence. This has led to all staff sharing a collective determination to achieve the highest possible standards for their pupils. The highly organised systems for monitoring and evaluating the quality of teaching in the school lead to each teacher being awarded marks for their performance in the classroom. These results are discussed and each teacher is expected to improve their mark or maintain existing high standards. This has led to a continued improvement in the quality of teaching from the good level observed at the time of the previous inspection to the excellent teaching now observed in the school. Delegation is used

exceptionally well, with all posts of responsibility clearly linked to improving standards. For example, teachers with pastoral responsibilities also take the lead in the numeracy project or the project to raise the attainment of the boys.

8. The systems for evaluating the school's performance are comprehensive. The school is rich in data and uses this exceptionally well to improve the standards that it achieves. Examination results are examined in minute detail to determine where improvements could be made and result in, for example, changing an examination syllabus or teaching the content in a different way. The headteacher sets strict guidelines for the school's performance, such as pupils not taking holidays during school time in Year 11 or adherence to rules on uniform, and expects parents, pupils and teachers to work together in enforcing them. The success of this firm approach is clear in improving attendance and the pride that pupils take in their appearance. The governing body sets very challenging targets for the school's performance and these are met or exceeded year-on-year.

The quality of financial planning and control is excellent.

9. The school receives broadly average funding and enhances this considerably through its own efforts. For example, the school runs its own catering service. This service produces school meals of exceptionally high quality at low cost to pupils. The number of pupils taking school meals has increased and the school now makes sufficient profit to be able to employ an additional teacher. A similar situation exists with the swimming pool and the "Astroturf" pitch. The careful management of the school's budget has led to the school building up sufficient funds to pay for the building work required for new classrooms and to enhance the information and communication technology facilities. The headteacher and governors go to great lengths to ensure that best value is obtained for all expenditure. All developments are carefully costed and their impact on standards considered before proceeding. The outcomes of expenditure are thoroughly evaluated and the results used to inform future decisions. The success of these procedures is clearly seen in the outstanding value for money provided by the school.

WHAT COULD BE IMPROVED

Pupils do not make as good progress in information technology as they do in other subjects at Key Stage 3.

10. Although standards in information technology are broadly in line with the level expected by the age of 14, they are not as high as they could be. There are two main causes for this slower progress compared to other subjects. Firstly, the work planned for the lessons in Year 7 is not as comprehensive as in other subjects and more could be taught in the time available. Secondly, pupils do not make sufficient use of information and communication technology in their other subjects. This is mainly because there are not enough computers in the school to meet demands. The school already has plans to increase the number of computers available to pupils.

The annual written reports to parents on their child's performance do not always inform parents about the achievements and progress that their child has made.

11. In the responses to the parents' questionnaire, a significant minority of parents was not happy with the information that they receive on their child's progress. The scrutiny of reports confirmed that comments are bland in some subjects. They fail to adequately describe what pupils have learnt or to evaluate the progress that the pupils have made, tending instead to comment on attitude and effort.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the quality of education provided, the governors and senior management team should:

Improve pupils' progress in information technology at Key Stage 3 by:

- Increasing the amount of information technology taught in lessons (para 10);
- Increasing the ratio of computers to pupils to allow all subjects to make greater use of information technology (para 10).

Improve the quality of the annual written reports to parents on their child's attainment and progress by ensuring all subjects clearly report on the attainment and progress of pupils (para 11).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 38 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 34 | 40 | 18 | 8 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of pupils on the school's roll | 1504 | N/A |
| Number of full-time pupils eligible for free school meals | 86 | N/A |

| Special educational needs | Y7– Y11 | Sixth form |
|---|---------|------------|
| Number of pupils with statements of special educational needs | 30 | N/A |
| Number of pupils on the school's special educational needs register | 310 | N/A |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 13 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 0 |
| Pupils who left the school other than at the usual time of leaving | 0 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 6.0 |
| National comparative data | 7.7 |

| Unauthorised absence | % |
|---------------------------|------|
| School data | 0.27 |
| 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 | 140 | 123 | 263 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above | Boys | 112 | 109 | 98 |
| | Girls | 102 | 98 | 90 |
| | Total | 214 | 207 | 188 |
| Percentage of pupils at NC level 5 or above | School | 82(82) | 79(74) | 71(72) |
| | National | 63(65) | 62(60) | 55(56) |
| Percentage of pupils at NC level 6 or above | School | 62(58) | 65(58) | 47(41) |
| | National | 28(35) | 38(36) | 23(27) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above | Boys | 126 | 113 | 105 |
| | Girls | 114 | 98 | 96 |
| | Total | 240 | 211 | 201 |
| Percentage of pupils at NC level 5 or above | School | 92(84) | 82(79) | 77(77) |
| | National | 64(62) | 64(64) | 60(62) |
| Percentage of pupils at NC level 6 or above | School | 68(64) | 59(61) | 46(45) |
| | National | 31(31) | 37(37) | 28(31) |

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 | 98 | 103 | 201 |

| 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 | 80 | 93 | 93 |
| | Girls | 82 | 101 | 103 |
| | Total | 162 | 194 | 196 |
| Percentage of pupils achieving the standard specified | School | 81(70.6) | 97(95) | 98(97) |
| | National | 46.3(44.6) | 90.7(89.8) | 95.7(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 | 54(49) |
| | National | 37.8(36.8) |

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

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 2 |
| Black – other | 0 |
| Indian | 8 |
| Pakistani | 3 |
| Bangladeshi | 5 |
| Chinese | 10 |
| White | 1475 |
| Any other minority ethnic group | 1 |

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 | 16 | 2 |
| 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 – Y11

| | |
|--|------|
| Total number of qualified teachers (FTE) | 71.8 |
| Number of pupils per qualified teacher | 20.9 |

FTE means full-time equivalent.

Education support staff: Y7 – Y11

| | |
|---|-----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 792 |

Deployment of teachers: Y7 – Y11

| | |
|---|------|
| Percentage of time teachers spend in contact with classes | 72.4 |
|---|------|

Average teaching group size: Y7 – Y11

| | |
|-------------|------|
| Key Stage 2 | N/A |
| Key Stage 3 | 30.3 |
| Key Stage 4 | 24.3 |

Financial information

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

| | £ |
|--|---------|
| Total income | 2763095 |
| Total expenditure | 2677223 |
| Expenditure per pupil | 2058 |
| Balance brought forward from previous year | 433764 |
| Balance carried forward to next year | 519636 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|------|
| Number of questionnaires sent out | 1504 |
| Number of questionnaires returned | 628 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 42 | 50 | 5 | 2 | 0 |
| My child is making good progress in school. | 49 | 46 | 4 | 1 | 1 |
| Behaviour in the school is good. | 42 | 51 | 4 | 1 | 3 |
| My child gets the right amount of work to do at home. | 28 | 54 | 13 | 3 | 1 |
| The teaching is good. | 43 | 52 | 2 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 29 | 50 | 17 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 50 | 41 | 6 | 2 | 1 |
| The school expects my child to work hard and achieve his or her best. | 69 | 30 | 1 | 0 | 0 |
| The school works closely with parents. | 29 | 46 | 17 | 4 | 4 |
| The school is well led and managed. | 53 | 39 | 4 | 1 | 3 |
| The school is helping my child become mature and responsible. | 47 | 46 | 4 | 1 | 2 |
| The school provides an interesting range of activities outside lessons. | 48 | 42 | 5 | 0 | 4 |

Other issues raised by parents