

INSPECTION REPORT

PURBROOK PARK SCHOOL

PURBROOK, WATERLOOVILLE

LEA area: Hampshire

Unique reference number: 116506

Headteacher: Keith Clark

Reporting inspector: Roy Hedge
2932

Dates of inspection: 14 – 17 February 2000

Inspection number: 184834

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: Foundation

Age range of pupils: 11-16

Gender of pupils: Mixed

School address: Park Avenue
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Hampshire

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Appropriate authority: The governing body

Name of chair of governors: Mr. Martin Carr

Date of previous inspection: May 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	822	(broadly average)
Pupils with English as an additional language:	1%	(typical for a suburban school)
Pupils entitled to free school meals:	7.78%	(below average)
Pupils on the register of special educational needs:	28%	(above average)
Average number of pupils per teacher:	19.6	(well above average)

The school has increased in size since the last inspection by about 100 pupils. It is now very popular in the area and is oversubscribed. The attainment of pupils when they join the school is changing. In the past, it has been broadly average, with rather fewer high attainers than usual. Recent years have seen this imbalance gradually correct itself as the nature of the pupil intake has changed.

HOW GOOD THE SCHOOL IS

Purbrook Park is a very good, well-led school which provides good value for money. Standards are rising rapidly, supported by high quality teaching that expects much of pupils and challenges them to do their best. Teachers have a strong commitment to the wellbeing and personal development of pupils in lessons and beyond the formal curriculum. The school's strengths far outweigh its weaknesses.

What the school does well

- Standards are rising rapidly, especially at GCSE, because very good teaching successfully encourages effective learning.
- In the past, leadership has set a clear and unambiguous standard for behaviour and ethos. Management is now responding successfully to the need for further development and improvement.
- There is outstanding provision for the arts, with some inspirational teaching, especially of dance.
- There is very effective provision for pupils' spiritual, moral, social and cultural education.
- Staff demonstrate consistent concern for the wellbeing of pupils and to ensure that they make good progress. Pupils respond by demonstrating good attitudes to work and an appetite for learning.

What could be improved

- There is still some poor teaching in mathematics and science, as was the case at the time of the last inspection.
- Some pupils are withdrawn from class for misbehaviour and given lines to write. In the past this has sometimes been for as long as two days. This is a waste of their time and goes against the grain of the school's usually constructive response to pupils' difficulties.
- Some parents, especially parents of pupils who misbehave, have found it difficult to discuss their children's problems with senior management in the past and have felt that the school and parents do not work closely together.
- Facilities for outdoor games are poor.

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 very good progress since the last inspection in May 1995. GCSE results have improved faster than the national trend. The quality of teaching is much better, though some problems remain. The school has responded positively to the key issues for action in the previous report: provision for information technology has been transformed; pupils' progress is monitored more closely; underachieving pupils are closely monitored and counselled and various timetable problems have been overcome. The school is now oversubscribed. Planning is good and the close focus by senior management on strategies for further improvement augers well for the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
End of Key Stage 3 tests	B	B	B	C
GCSE examinations	C	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils have consistently attained higher than average results in national tests for 14 year olds over recent years. Results match those for other schools with a similar proportion of pupils eligible for free school meals. English results have been weaker than mathematics and science. Boys do better than girls, though girls too do better than girls nationally.

GCSE results have improved rapidly in recent years, by more than the rate of improvement nationally and are well above the national average. Last year, results at GCSE calculated on the basis of pupils' average points score, were well above the level of similar schools in spite of the higher proportion of pupils eligible for free school meals in that year. Girls did better than boys last year, though the margin by which boys did better than boys nationally was greater than the figure for girls. Boys do better than girls in science. The number of pupils who gain at least one GCSE grade is very high and in the top 5% of schools nationally.

The percentage of pupils gaining at least five higher GCSE grades (A*-C) was above the national figure in 1999, but below the figure for similar schools. There are good standards of literacy and numeracy. The overall results represent a good achievement by those pupils, given their standards of attainment on entry to the school five years earlier and the proportion of pupils entitled to free school meals in that year group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils are keen to learn and respond with enthusiasm and determination to good teaching.
Behaviour, in and out of classrooms	There is some poor behaviour in class, especially from lower Year 9 groups and a little unruly movement about the school, but overall behaviour is good and few pupils are excluded.
Personal development and relationships	Relationships between pupils and with staff are very good. Older pupils particularly are mature in their attitudes, collaborate together well and play a full part in what the school has to offer.
Attendance	Attendance is well above average for secondary schools. Unauthorised absence is below average.

Pupils like school, respond well and concentrate hard. Their response to sensitive issues raised in assemblies is particularly impressive.

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.

Pupils are generally well taught and few will encounter any unsatisfactory teaching. Teaching in the core subjects of English, mathematics and science is generally very good, though there is a small proportion of unsatisfactory teaching in science and some very poor teaching in mathematics. Some teaching in these subjects is very good indeed. There is some inspirational teaching in dance and the quality of teaching in the arts generally is very impressive. Generally teaching is better at Key Stage 4, where teachers have high expectations and pupils are prepared for GCSE with great skill. Teachers demonstrate an evident desire to help pupils achieve their full potential. The result is high quality learning and good achievement. Teaching was satisfactory or better in 94% of lessons seen. It was very good or better in 37% of lessons and good or better in a further 30%. The small amount of unsatisfactory teaching was in science and mathematics. There is good focus on the skills of literacy and numeracy in the teaching in many departments. Teaching meets the needs of pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils study the full National Curriculum and religious education, have very good opportunities to study the arts and have access to a good range of out of school activities.
Provision for pupils with special educational needs	There is good provision for these pupils and for pupils of very high ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teachers set a good example to pupils. Assemblies and occasional days devoted to cross-curricular activities and personal development issues contribute well to pupils' personal, spiritual, moral and social development. There are good opportunities for participation in the arts and cultural activities.
How well the school cares for its pupils	Pupils' progress and development are carefully monitored and there is good support for pupils who are thought to be underachieving. Staff are consistently concerned to promote pupils' wellbeing.

The school has recently invested heavily in resources for information technology (ICT) and has introduced effective new arrangements for teaching ICT in many subjects. Opportunities to participate in the expressive arts are very good. Although there are high standards of care for pupils generally and teachers go out of their way to promote their personal wellbeing and development, there is a long-standing practice of removing pupils from class to write lines if they misbehave – often for long periods of time. This wastes pupils' time, hinders their progress and sits uneasily alongside other aspects of the school's impressive provision in caring for pupils. While parents generally like the school, a significant minority feels that the school has had little interest in working in partnership with parents in the past, though there is evidence that this is changing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Governors and senior staff have been very successful in leading the school through a period when it has become much more attractive to potential parents as standards have improved rapidly. There is close attention to raising standards further and an appetite for further improvement in teaching and learning.
How well the governors fulfil their responsibilities	Governors know the school well and have clear ideas about its direction. Statutory responsibilities are discharged well.
The school's evaluation of its performance	The acting headteacher and senior staff know the school well and have clear ideas for further development. Teaching is regularly monitored, as are test and examination results, though some poor teaching is still apparent in science and mathematics.
The strategic use of resources	There is good financial planning and there are far-sighted plans for managing the school's assets.

The acting headteacher has responded with sensitivity and energy to the challenges facing the school in building on previous success. There is a growing focus on the importance of staff collaboration to plan for future improvement and a fresh emphasis on the use of test and examination data to illuminate and inform teaching and learning. Governors and senior staff collaborate well to ensure that the school offers good 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"> • Their children like school. • Pupils work hard and make good progress. • Behaviour is good. • Teaching is good. • Standards are good and improving. 	<ul style="list-style-type: none"> • The amount of homework pupils are set. • A minority feels that the school does not work in partnership with them, especially where their children are not well behaved.

Parents generally think highly of the school, which is popular in the area and oversubscribed. They particularly like the high standards of behaviour and work expected of pupils. Views on the amount of homework set are mixed, with some parents believing too much is set and some, particularly those with children in lower sets, believing there is too little. Inspectors saw evidence that purposeful homework is regularly set, but that pupils' homework planners are poorly kept and often inadequately monitored by the school, so it is difficult for parents to really know what homework has been set. There is some evidence that the school has not fully involved or consulted with parents when pupils have been punished for poor behaviour, though this picture is changing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are rising rapidly, especially at GCSE, because very good teaching successfully encourages effective learning

1. Pupils achieve standards that are above average in national tests for 14 year olds and well above average in GCSE examinations. Last year, results in mathematics and science were well above average and in English were average. Improvement in recent years has been in line with the improvement nationally. Results last year were in line with those of similar schools, though in English they were below. Girls do better than boys in English, but boys do better in science and mathematics. In comparison with other pupils of their own gender nationally, boys do better than girls in all three core subjects.

2. GCSE results have increased rapidly from an average of 35.1 points per pupil in 1994 to 46.6 last year – a figure well above the national average and the average for similar schools. The proportion of pupils gaining five or more passes at the higher (A*-C) grades has also improved rapidly. It is above average, though below similar schools, reflecting the relative imbalance in standards of attainment on entry to the school five years earlier and the fact that over 9% of pupils in that year group were entitled to free school meals. The proportion of pupils gaining at least one GCSE pass is very high. The results of both boys and girls were well above the national average last year. Pupils did well last year in science, design and technology and geography compared with their other results. Information technology results have been relatively poor. Hardware has been dramatically improved and the organisation of the ICT curriculum and staffing for the subject have been changed.

3. Good work was seen in lessons during the inspection. Higher attaining Year 11 pupils write with great sophistication in English lessons. Year 7 pupils produce excellent work in mathematics and much written work in science is of very high quality. Throughout the school there is excellent work in dance. In many of the lessons seen, high quality work resulted from the enthusiasm with which pupils responded to talented teaching. In a dance lesson the teacher orchestrated the efforts of Year 11 pupils who worked with small groups of visiting pupils from a partner primary school. The clarity and ambition inherent in the planning of the lesson, the exceptional skill deployed by the teacher to promote enthusiasm and concentration and the high expectations demonstrated resulted in great gains in skill and confidence on the part of the visitors as well as an invaluable experience of managing and working with younger children for the Year 11 pupils.

4. There are good standards of literacy. Pupils listen carefully and with discrimination in lessons. They are able to talk about their work with insight. In lessons, they respond fluently to teachers' questions and are able to talk together about their work. Many pupils write with considerable fluency, especially high attainers in English. They are mostly able to read carefully and accurately. Standards of numeracy are such as to enable pupils to calculate effectively in geography and science. Teaching, especially in mathematics and English, is focused on strategies to enable pupils to learn and improve these basic skills.

5. The standards pupils reach and the impressive quality of their achievements is in major part due to high quality teaching. Some outstanding teaching was seen in a number of lessons. Some very fine teaching in dance is referred to above. In an English lesson for Year 11 high attaining pupils, the teacher set a challenging task in a study of two poems on

a related theme. Pupils had to consider contrasts of form, rhyme and punctuation as well as meaning in their consideration of the poems. Good organisation, high expectations of what the pupils might achieve and clear explanations led to pacy and reflective work by pupils. The sensitivity of the teacher to what pupils were doing and thinking and her own solid grip on the material resulted in focused support to individuals and groups while they were working on the task and succeeded in driving up the quality of pupils' work.

6. Similarly challenging work was seen in a Year 9 mathematics class aimed at helping pupils to understand scale. Here, the teacher's clear questioning forced pupils to explain their reasoning and think hard. The teacher's own grasp of the topic lent authority to the lessons and set ambitious goals for pupils. The dynamic pace of the lesson kept pupils on task and they made very good progress in their learning. In a Year 11 history lesson about medicine, the teacher's skilful and authoritative introduction to the lesson, good organisation and planning and the very productive and concentrated atmosphere she was able to generate led to rapid gains in pupils' knowledge and understanding of the topic.

7. Expectations of the quality of work pupils can achieve are particularly high in Key Stage 4 lessons. Higher attainers are expected to work hard, concentrate and think carefully about their work. In a Year 11 English lesson the teacher read out very good examples of pupils' work to encourage others to make ambitious efforts to improve. A Year 11 seminar for pupils to be entered for the higher level GCSE mathematics paper focused on insisting that pupils thought problems through carefully for themselves.

8. Teachers plan and organise lessons well. Pupils respond by paying close attention to these interesting lessons and their progress is often very good. This is a strength of much of the science teaching inspectors saw. Pupils in a Year 7 science class about electricity and magnetism benefited from a well-planned lesson which included a brisk introduction, a review of previous work, clear explanations and a well-structured practical task to reinforce learning. Teachers' good knowledge of pupils' progress is frequently used well in class to help them to improve. Marking of their work is frequently careful and contains helpful commentary on how to do better. Pupils talked with one another and the teacher about their progress at the end of a Year 9 art lesson, for example, giving them an opportunity to reflect on what they had achieved and think about how to improve.

The school is very well led and managed. There has been a clear and unambiguous standard set for behaviour and there is now an increasing focus on strategies for improving provision and raising standards.

9. Over the last few years the school roll has increased rapidly. Parents find the school increasingly attractive because of rising standards and a reputation for good behaviour. At the time of the inspection, the deputy headteacher had been acting head for nine months. During this interim period there has been considerable continuity of policy and procedures.

10. The previous headteacher, the acting headteacher and governors have worked well together to improve provision and to raise the reputation of the school in its community. Standards have risen and most parents are proud of their school.

11. The senior team at the time of the inspection consisted of the acting headteacher and one acting deputy. They have responded very well to the considerable demands made

on them. Staff morale is good and teachers work with confidence and optimism. The school is well administered and runs smoothly. There is a new and timely emphasis on encouraging staff, especially holders of posts of responsibility, to work together to plan for improvement. Heads of department now meet regularly to review provision. There is a new emphasis on analysing assessment data to plan for monitoring standards though this activity is not yet one of the school's strengths. A new sensitivity is being brought to relationships with parents. Relationships between the senior team and the rest of the staff are good and are characterised by considerable mutual respect and good levels of collaboration. Staff feel inspired to move forward, effectively supported and well led.

12. Governors have played a solid part in the school's success. They have a clear vision of the sort of school they want and have been successful in translating this vision into reality. Their forward planning is sound and they manage the school's funds with care.

There is outstanding provision for the arts, with some inspirational teaching, especially of dance.

13. The arts are consistently well served in the curriculum and there are many opportunities for pupils to join in extra-curricular arts activities. Reference has been made above to the excellent quality of teaching in dance. Pupils make enthusiastic progress in dance, work sensitively together and show very impressive discipline and technique. A group of Year 11 pupils following the GCSE course rehearsed their early versions of their presentations for assessment. Very skilful, focused and concentrated questioning by the teacher stimulated excellent critical comment from pupils about one another's work. Pupils were able to demonstrate considerable critical skills and showed high levels of creativity and discipline in their work.

14. The curricular opportunities in the other arts are also good. All Key Stage 3 pupils work in the expressive arts. The quality of the music they produce is very good, in response to very well organised and demanding teaching. In a Year 7 lesson, pupils were able to score their own compositions for instruments they had devised. They could approach this challenging task with determination, skill and no little imagination. The lesson was skilfully managed by the teacher and the progress pupils made flowed from his high expectations of what his pupils could achieve.

15. Drama lessons play an important role in the curriculum. Inspectors saw very challenging pupils, some with emotional and behavioural difficulties, struggling to come to terms with the self-discipline necessary for working together in the studio. They found this difficult and the teacher had to work with great persistence, but nevertheless the potential benefit to these pupils in having to learn social as well as academic skills was clear.

16. Pupils reach good standards in art and develop sound knowledge and understanding. Year 11 pupils were seen working with concentration and producing good work in sketchbooks based on sound observational skills and a good range of personal responses. Strong teaching and good use of assessment led to good progress in this lesson. There is a strong focus on literature in English lessons.

There is very effective provision for pupils' spiritual, moral, social and cultural

education.

17. As well as making good provision for pupils' academic education, the school works hard to promote their personal development. There is an assembly each day and good representation of spiritual values on these occasions. One such assembly seen by inspectors focused on a pupil's illness; it was extremely well and sensitively led and combined a real sense of the school coming together as a community in an ethos of support and concern.

18. There is good concern for pupils' moral development. Teachers are good role models, manifestly acting in pupils' interests and relating with them in civilised ways. A Year 11 religious education lesson gave pupils the opportunity to consider moral issues arising out of family life. Pupils have the opportunity to consider moral issues and develop their own sense of right and wrong through material discussed in assemblies as well as lessons in English and history. The school's expectations of behaviour are clear and encourage sensitive relationships in most respects.

19. Social education is also a priority. Inspectors were able to see part of a day in which the normal timetable was suspended to allow time for a range of activities, many of which gave the opportunity for social development with sessions on such topics as first aid and income tax. These sessions, led by outside speakers, allowed pupils to relate to social issues and processes they will encounter in everyday life. Pupils also learn to collaborate in many lessons and work together well. In drama, French, music and dance lessons inspectors saw pupils learning from each other and enjoying working together.

20. Opportunities for cultural education are strong through the work of the English, music, modern languages, drama, art and dance departments. Extra-curricular activities enhance this provision. One of the sessions during activities day offered the opportunity for pupils to become more familiar with Indian music and instruments, broadening their multi-cultural experience and appreciation.

Staff demonstrate consistent concern for the wellbeing of pupils and to ensure that they make good progress. Pupils respond by demonstrating good attitudes to work and an appetite for learning.

21. A striking feature of the school is the willingness of teachers to give generously of their time and energy to promote learning. Extra help is readily available to pupils outside class time. There are, for example, review and revision sessions for Year 11 pupils in many subjects. There is good personal support for pupils who are thought to be underachieving. Form tutors meet with such individual pupils to help them to plan targets for improvement and to organise their time profitably. This system works well and is clearly improved since the last inspection. Much marking of pupils' work is careful and contains helpful comment aimed at helping pupils to do better. There is support for pupils who wish to do homework after school.

22. Pupils respond well to good teaching and the evident concern for their wellbeing that teachers show. Behaviour is good except in some lower attaining groups, often with pupils with emotional and behavioural difficulties. Parents report that their children like the school and rates of attendance are above average. There are good relationships between pupils and with staff. Pupils generally try hard and work with determination.

WHAT COULD BE IMPROVED

There is still some poor teaching in mathematics and science, as was the case at the time of the last inspection.

23. Although most of the teaching seen during the inspection was good, some problems remain. The quality of teaching is regularly monitored by senior staff and has improved since the last inspection. Nevertheless there is some unsatisfactory teaching in science which demands further attention. In a Year 9 science lesson the teacher was unable to focus the attention of an admittedly difficult class on the work in hand. Class management was poor and some pupils were rude. As a result little profitable learning took place. A mathematics lesson with a similar group of Year 9 pupils suffered in similar fashion from a failure to establish attention and order so that the teacher had to intervene repeatedly, leading to confrontation. In this lesson too, little learning took place.

Some pupils are withdrawn from class for misbehaviour and given lines to write. In the past this has sometimes been for as long as two days. This is a waste of their time and goes against the grain of the school's usually constructive response to pupils' difficulties.

24. Excluding pupils from class to write lines is a standard punishment for poor behaviour. In the past this has been for as long as two days. This strategy is not successful in managing the behaviour of those lower attaining groups where inspectors saw poor behaviour. These groups often contain pupils with emotional and social difficulties. While excluded in this fashion, pupils waste their time on non-educational activity and miss out on the opportunity to learn. This practice goes against the grain of the school's customarily sensitive and sensible approach to its pupils and teachers' more usual willingness to work with pupils in a context of supportive, firm relationships aimed at their general welfare.

Some parents, especially parents of pupils who misbehave, have found it difficult to discuss their children's problems with senior management in the past and have felt that the school and parents do not work closely together.

25. A number of parents clearly feel that the school has not been willing to work with them, particularly where their children have behaved poorly. There is evidence that the senior management team is anxious to work more closely with parents now in order to establish better working partnerships between parents and the school when things go wrong.

26. It is difficult for parents to play their full part in ensuring that pupils do their homework because of the poor state of many pupils' homework diaries, the monitoring of which by the school is often unsatisfactory.

Facilities for outdoor games are poor.

27. The school's field is very wet which prevents outdoor games for much of the year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) improve the quality of the poorest teaching in mathematics and science so that pupils achieve even higher standards;
- (2) use punishments and sanctions where necessary which do not interrupt pupils' opportunities to learn;
- (3) continue to improve the quality of collaboration between parents and the school, especially over matters of poor behaviour by individual pupils;
- (4) continue, in collaboration with the Local Education Authority, to seek to improve the quality of outside games areas.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	30	30	28	1	2	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	Years 7 - 11	
Number of pupils on the school's roll	822	
Number of full-time pupils eligible for free school meals	64	

Special educational needs	Y7 – Y11	
Number of pupils with statements of special educational needs	10	
Number of pupils on the school's special educational needs register	234	

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	5.5
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	82	79	161

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	54	60	59
	Girls	59	57	49
	Total	113	117	108
Percentage of pupils at NC level 5 or above	School	70 (67)	77 (66)	69 (63)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	28 (29)	47 (42)	32 (32)
	National	28 (35)	38 (46)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	40	59	66
	Girls	51	52	60
	Total	91	111	126
Percentage of pupils at NC level 5 or above	School	59 (68)	69 (73)	80 (72)
	National	64 (61)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	15 (28)	40 (40)	36 (32)
	National	31 (15)	37 (40)	18 (30)

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	84	74	158

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	42	80	84
	Girls	43	73	74
	Total	85	153	158
Percentage of pupils achieving the standard specified	School	54 (47)	97 (99)	100 (100)
	National	46 (45)	91 (90)	94 (93)

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

GCSE results		GCSE point score
Average point score per pupil	School	46.6 (43.7)
	National	37.8 (36.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	2
White	818
Any other minority ethnic group	0

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	20	1
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)	38
Number of pupils per qualified teacher	19.6

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	11
Total aggregate hours worked per week	348

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	83
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Average teaching group size: Y7 – Y11

Key Stage 3	28.4
Key Stage 4	22.8

Financial information

Financial year	1999
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	£
Total income	2,052,875
Total expenditure	2,101,415
Expenditure per pupil	2604
Balance brought forward from previous year	87,087
Balance carried forward to next year	38,547

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	822
Number of questionnaires returned	184

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	53	3	3	3
My child is making good progress in school.	40	54	4	2	0
Behaviour in the school is good.	33	61	1	1	4
My child gets the right amount of work to do at home.	17	59	15	6	3
The teaching is good.	24	66	4	1	4
I am kept well informed about how my child is getting on.	36	41	15	7	1
I would feel comfortable about approaching the school with questions or a problem.	49	39	8	3	0
The school expects my child to work hard and achieve his or her best.	60	38	1	0	1
The school works closely with parents.	22	53	16	7	1
The school is well led and managed.	39	50	2	3	6
The school is helping my child become mature and responsible.	36	53	4	3	4
The school provides an interesting range of activities outside lessons.	32	45	10	4	1