

INSPECTION REPORT

HATCH END HIGH SCHOOL

Harrow

LEA area: Harrow

Unique reference number: 102235

Headteacher: Mr D A Jones

Reporting inspector: Mr K Davitte
15029

Dates of inspection: 13-16 March 2000

Inspection number: 185354

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:	12-16 years
Gender of pupils:	Mixed
School address:	Headstone Lane Harrow Middlesex
Postcode:	HA36NR
Telephone number:	020 8 428 4330
Fax number:	020 8 420 1932
Appropriate authority:	The governing body
Name of chair of governors:	Dr C A Lewis
Date of previous inspection:	15. 5. 95

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Keith Davitte	Registered inspector
Judith Goodchild	Lay inspector
Barry Meech	Team inspector
Cyndi Millband	Team inspector
Vic Shuttleworth	Team inspector

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham on Sea
Somerset
TA8 1AN
Tel: 01278 795022

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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The school is very clear in its aims, and pupils are left in no doubt as to what is expected of them in fulfilling their potential and in developing into responsible citizens.

Pupils of a wide range of abilities make good and often very good progress in reaching above average standards overall in national tests at the age of fourteen and in GCSE examinations, and well above average standards at GCSE grades A*-C particularly for girls.

Extra-curricular activities extend the work of the classroom, provide new opportunities and challenges and make a particularly positive contribution to pupils' cultural and personal development.

Pupils with severe hearing impairments make very good progress with high quality support in the deaf resource base and in lessons where pupils are fully integrated.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hatch End High School is a 12-16 co-educational multi-ethnic comprehensive school with a wide social mix. There are 1217 pupils on roll which is higher than average. There are more boys (651) than girls (566). Nearly a half of all pupils are from minority ethnic groups. In addition to English at least 18 other languages are spoken. Thirty-three per cent speak English as an additional language which is very high and 89 pupils are at an early stage of acquisition. Seventeen per cent have Gujarati as their home language and Punjabi, Urdu, Bengali and Somali are other significant languages. The percentage of pupils with special educational needs (19.3 per cent) is broadly average. There are 37 pupils with statements of special educational needs which as a percentage of the school's population is above average. A deaf resource base provides for 13 pupils with severe hearing impairments. There are small numbers of refugee pupils. Attainment on entry ranges from well below average to very able and gifted pupils. Although the majority of pupils achieved the levels expected in national tests taken at the age of 11 significant numbers were below that level.

HOW GOOD THE SCHOOL IS

Hatch End is a very effective school which enables pupils of a wide range of abilities to make good and often very good progress to reach above average standards. This is made possible by good teaching, a well managed school and a successful team approach in seeking the best for pupils. The school provides very good value for money.

What the school does well

- The school is very clear in its aims, and pupils are left in no doubt as to what is expected of them in fulfilling their potential and in developing into responsible citizens. These are key factors in the school in raising standards.
- Pupils of a wide range of abilities make good and often very good progress in reaching above average standards overall in national tests and in GCSE examinations, and well above average standards at GCSE grades A*-C particularly for girls.
- Extra-curricular activities extend the work of the classroom, provide new opportunities and challenges and make a particularly positive contribution to pupils' cultural and personal development.
- Pupils with severe hearing impairments make very good progress with high quality support in the deaf resource base and in lessons where pupils are fully integrated.

What could be improved

- Raising boys' achievement overall from above average at GCSE to well above to match the well above average achievements of girls.
- Extending the frequency of lesson observations by management to identify good practice more clearly and improve the quality of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1995. Good progress has been made in addressing the issues raised. School development planning has improved considerably. Teachers now have mostly high expectations. Satisfactory progress has been made in spreading good practice in teaching, but more could be done. Drama, and Spanish as a third modern foreign language, have been introduced and vocational courses are now offered. Curriculum time allocated to art, modern foreign languages and music is now adequate, but the time currently allocated to physical education in Year 10 is inadequate. The provision for religious education has improved considerably with a short GCSE course for all in Year 10 as well as a full course being offered as an option in Year 11. The school still does not

meet legal requirements in providing a daily act of collective worship. Parents are now informed of their rights to withdraw their children from religious education lessons, aspects of sex education and collective worship. Safety exits are now provided from the balcony of the Great Hall. The biggest improvement has been in GCSE standards particularly in A*-C grades. At the last inspection the proportion of pupils achieving five or more A*-C grades (49 per cent) was 8.3 per cent higher than the national average whereas in 1999 the proportion (63 per cent) was 16.7 per cent higher than the average for that year.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	B	B	A

Key

well above average A

above average B

average C

below average D

well below average E

In 1999, the overall results in National Curriculum tests taken at the age of 14, and in each of three subjects of English, mathematics and science, were above average in comparison with all schools and well above average compared with similar schools. The results of boys and girls were similar. Results achieved represent good progress by pupils in their first two years at the school. Over the last three years, results in mathematics and science have been consistently above average compared with all schools and more consistent than those in English. Results in English however improved from below average in 1997 and average in 1998 to above average in 1999.

In Years 10 and 11 progress continues to be good overall with substantial numbers, particularly girls, making very good progress. In 1999 GCSE standards were above average compared with all schools and well above average compared with similar schools. Girls achieved more highly than boys. Boys' results were above average and girls' results well above average compared with boys and girls nationally. Taking boys' and girls' results together they were well above average in English, mathematics and science (double award) and other subjects achieving well above average results were business studies, food technology, geography, history, information and communications technology, music and physical education. Girls were well above average in most of their subjects but boys were below average in English literature, French, German, graphic products and resistant materials. The school just exceeded its overall GCSE targets in 1999 which were suitably ambitious.

Standards of work seen during the inspection were above average overall at all stages. The majority of pupils have well above average skills in communicating orally. Most written work is above average at the end of Year 9 and Year 11, although a minority of pupils struggle with their writing. Numeracy skills are above average. Pupils' skills in investigative work and research skills are strengths of the school. The highest attaining pupils reach exceptional standards in investigative work in mathematics and science in all years and in information and communications technology at GCSE.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: nearly all pupils enjoy school, value their teachers and are proud of their school. Pupils mostly respond very positively to the opportunities presented.
Behaviour, in and out of classrooms	Good: very good in the great majority of most lessons and orderly and friendly behaviour around the school. Fixed term exclusions have increased since the last inspection but are short and effective, reserved only for extreme forms of poor behaviour, and used positively to reinforce standards.
Personal development and relationships	Very good: pupils show initiative and support and respect the feelings, values and beliefs of others in forming constructive relationships.
Attendance	Satisfactory: broadly in line with the national average and unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils:	Aged 12-14 years	Aged 14-16 years
Lessons seen overall	Good	Good

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

The quality of teaching was satisfactory or better in 98.5 per cent of lessons observed. Teaching was good or better in 73.5 per cent of lessons and very good or better in 48 per cent of lessons. Teaching was unsatisfactory in 1.5 per cent of lessons. The quality of teaching and pupils' learning are good overall. Teachers mostly expect high standards and the majority of pupils rise to such expectations, persevere and attempt to get the most out of lessons. Pupils are successfully taught to work independently where necessary and the development of such skills plays an important part in pupils' progress. Time is well used with lessons starting promptly and moving on swiftly, but the setting of homework is sometimes rushed. Teaching methods are usually varied and effective and the needs of all pupils are mostly met. In English, even when teaching is good, the very able are occasionally held back in mixed ability classes whilst they listen to the contributions of others. The management of pupils is nearly always very good with consistent standards of good behaviour and common courtesies expected and reinforced. Humour is well used. In modern languages pupils benefit from lessons being taught mainly using the language being studied, but a minority of teaching lacks firm control and behaviour deteriorates. Marking is good overall and much is very good. Very good marking is a key element in the systematic development of pupils' investigative skills in mathematics and science and information and communications technology. The skills of numeracy and literacy are well taught. Display in classrooms is well used with some outstanding in history. There are thought provoking captions to stimulate interest in some rooms particularly in religious education. Teachers' record keeping is usually of a high order as seen in geography and is used well to track progress. Pupils with special educational needs and those with English as an additional language are extremely well integrated through skilful teaching and the expert additional support provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: good in Years 8 and 9 with opportunities increased in Years 10 and 11 with General National Vocational Qualifications (GNVQ) and work-related courses. Physical education is currently timetabled every other week in Year 10 which is inadequate, despite some additional time built in at the end of the summer term. The very wide range of extra-curricular activities is a strength of the school.
Provision for pupils with special educational needs	Very good: the learning support department and the deaf resource base are a successful and integral part of the school. Subject teachers are both supportive and challenging in helping pupils to make progress.
Provision for pupils with English as an additional language	Very good: some pupils, for example refugee pupils, benefit from being withdrawn from lessons to receive additional specialist support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: whilst stronger for moral, social and cultural than spiritual there are strong threads of spiritual development in a number of subjects. Religious education makes a distinctive contribution and there are many opportunities to reflect on the beauty and wonder of music.
How well the school cares for its pupils	Very good: a mentoring system operates for up to 60 underachieving pupils and able pupils are equally well supported. School staff working with outside agencies provide very strong pastoral support. Careers advice is comprehensive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: very good leadership is provided by the headteacher who is well respected in the school and the local community. Most other managers are very effective but some departmental development plans are sketchy. Administrative and support staff are also a very effective and integral part of the team.
How well the governors fulfil their responsibilities	Good: governors are very committed and have a very good understanding of the school's strengths and weaknesses. They use their wide range of talents in supporting the school, particularly in financial matters, and take an active interest in all affairs.
The school's evaluation of its performance	Good: very good use is made of test and examination data by senior management to measure the performance of each subject and there is increasing use of such data to set targets for pupils. There is not enough observation of lessons to provide feedback to teachers on their strengths and areas for improvement.
The strategic use of resources	Very good: adequate funding is well used with principles of best value applied, for example in the purchase of computers. Stock control is particularly efficient. The Great Hall is well used and its further potential as a community resource is being realised.

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 school is well led and managed and has a very good reputation in the community.• The teaching is mostly good and some is excellent.• The expectations for pupils to work hard and achieve their best.• Pupils make good progress.• They feel comfortable about approaching the school with a question or problem.• Opportunities for all in music.	<ul style="list-style-type: none">• Better information on pupils' progress.

Inspectors' judgements agree with the positive views expressed by parents on what pleases them most about the school. There are some very good systems of communicating with parents, and periodic school reports are of a much higher standard than usual. Individual letters from parents and other representations show that the main reason for wanting better information on pupils' progress is to ensure a more consistent early warning system when progress of their child drops off, rather than having to wait until a consultation evening or for a report. Inspectors agree with the need for that consistency. Parents at the pre-inspection meeting rightly praised the diary system as a means of communication between school and home, but there are some examples of its full potential not being realised. Parents occasionally do not receive a response when they communicate a matter of concern through the diary. The 'surgery' which the headteacher offers to parents after school on one day a week to discuss any issue is excellent practice and is valued by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very clear in its aims, and pupils are left in no doubt as to what is expected of them in fulfilling their potential and in developing into responsible citizens.

1. The school's aims make a commitment to excellence and are reflected in a drive to enable all pupils to fulfil their potential. A team approach involving all staff both teaching and non-teaching reinforces such principles consistently. High expectations are reinforced in most lessons and teachers point out politely but firmly when pupils fall below the standards expected. All pupils interviewed during the inspection said how much they enjoy working in such a structure which they see as clear, fair and straightforward. In nearly all lessons pupils enter the classroom with a sense of purpose and commitment which contributes positively to the quality of learning.
2. Whilst a clear structure ensures that all pupils know what is expected of them, individuality is not sacrificed and differences are valued and promoted. The headteacher has a vision to prepare pupils to be 'world citizens' and this is largely fulfilled. An example is set through strong equality of opportunity for pupils of all abilities, cultural backgrounds and pupils with special educational needs. Pupils are taught to recognise and acknowledge the achievement of others, not only gifted pupils, but also those who have achieved equally as well in relation to their abilities. This was seen in many situations during the inspection, for example in prize giving during an assembly, in extra-curricular activities in physical education where the less skilled even in competitive team situations are not made to feel inadequate, and in lessons across all subjects.
3. Where society does not mirror the high standards promoted by the school, issues are openly discussed and used to strengthen pupils' determination to eliminate discrimination and prejudice through respect and tolerance. Such principles are expressed in a collection of poetry by pupils to mark the anniversary of the death of the black teenager Stephen Lawrence, which have also been used as a tribute in assemblies. Similarly in a GCSE lesson in religious education pupils showed themselves as sensitive and mature in expressing their vision of the world based on mutual respect. The vast majority of parents agree that the school is helping pupils to become responsible citizens.

Pupils of a wide range of abilities make good and often very good progress in reaching above average standards overall in national tests at the age of fourteen and in GCSE examinations, and well above average standards at GCSE grades A*-C particularly for girls.

4. The results achieved in national tests at the age of 14 and in GCSE examinations represent mainly good and often very good progress in relation to what pupils have previously achieved.
5. In the national tests taken by pupils at the end of Year 9 in 1999 results were above average in mathematics and science not only in the levels expected of fourteen-year-olds (Level 5 or above) but also at the higher levels (Level 6 or above). In English, results were above average at Level 5 or above and close to average at Level 6 or above.
6. Similarly at GCSE, results continue to reflect at least good progress and girls achieve impressive results. The average points score per pupil in 1999 (which is the broadest

measure of attainment and is calculated using the scale: grade A* = 8, A= 7, B= 6, C= 5, D= 4, E= 3, F= 2, G= 1), was above average at 42.4 points compared with the national average of 37.8. These above average results were achieved despite the school offering some alternative courses which do not count towards GCSE points. Girls achieved well above average results compared with the above average results of boys. Using another indicator of progress the proportion of pupils achieving five or more GCSE grades A*-C in 1999 (63 per cent compared with the national average of 46.3 per cent) was well above average compared with all schools and very high compared with similar schools. Seventy-two per cent of girls achieved five or more grades A*-C in 1999 compared with 53.2 per cent of girls nationally which was a very good achievement. Results were well above the national average in the majority of subjects taking boys' and girls' results together. Girls were only below average at grades A*-C in single science where 26 girls were entered and in resistant materials where 10 were entered.

Extra-curricular activities extend the work of the classroom, provide new opportunities and challenges and make a particularly positive contribution to pupils' cultural and personal development.

7. Almost 100 separate clubs and societies are offered over the school year and make a significant contribution to pupils' social and cultural development. There is much encouragement to pupils to become involved and parents at the pre-inspection meeting were impressed with the opportunities for all.
8. There is a wide range of sporting activities with the school being awarded the national Sports Mark Award. After-school clubs are well supported, as confirmed during the inspection with up to 70 pupils attending football and netball practices on one evening. There are also many opportunities for the more able to progress through inter-school competitions and teams achieve much success locally and further afield. Gifted pupils have sufficient opportunities to progress to regional and national representative honours.
9. The school has a very strong reputation for music. Over 250 pupils receive instrumental tuition and some 100 sing in school choirs. Choirs have represented the school in major London events including a festival in Hyde Park and a West End musical stage production. Every musical taste is catered for and the enthusiasm of teaching inspires pupils. An unusually wide variety of ensembles and bands rehearse at lunch-times and after school and perform regularly in concerts both in school and at outside venues. These include senior and junior wind bands, string orchestra, sinfonia, brass ensemble, clarinet ensemble, saxophone ensemble, flute ensemble, string quartet, percussion ensemble, classical guitar ensemble, recorder ensemble, Indian ensemble, steel bands and dixie, rhythm and blues and salsa bands. Members of the steel band were recently nominated the best musicians in the country at the 'Youth Makes Music' National Concert. The wind band has enjoyed similar success and highlights included playing at Wembley before a football match. They were also selected to perform at the 'Youth Makes Music' National Concert. In addition further opportunities are provided through the school being used as a base for the 'Harrow Young Musicians' which also reinforces the school's important role in the local community.
10. Drama too has a tradition of successful school productions ranging from simple plays to modern musicals with individual productions involving up to 150 pupils. The Great Hall is an excellent venue. Activities are well supplemented by visits to theatres and concerts. In other subjects pupils' experiences are further broadened through a very good range of field study courses and visits abroad including exchanges to Germany and France.

11. The school has a very good record in 'Young Enterprise' activities with businesses set up by pupils winning a number of competitions. In the last four years companies have won sponsorship to European trade fairs and in 1999 the school reached the national finals of 'Young Enterprise' winning local and regional competitions on the way, often against 11-18 schools. Pupils who have been involved in the past were able to discuss the benefits confidently and impressively with inspectors. The Duke of Edinburgh Award scheme is also a prominent feature of the school.
12. Additional support offered to pupils outside the normal school day in their studies is a growing and successful feature of the school. A twice weekly homework club operates and a breakfast club gives support to pupils who need extra tuition with their reading. Staff make themselves readily available for revision and extra study groups, as needed, particularly in the run up to examinations. Much use is made of the library both during and outside lesson time encouraged by the welcoming and supportive approach of the librarian.

Pupils with severe hearing impairments make very good progress with high quality support in the deaf resource base and in lessons where pupils are fully integrated.

13. The deaf resource base is a very effective unit staffed by highly skilled teachers and support staff. It is a significant strength of the school not only for the quality of its work with pupils with severe hearing impairments but also for its influence on the development of all pupils in the school. Pupils make excellent progress overall.
14. At the inspection a number of examples of pupils making significant gains in knowledge and understanding were seen. In a French lesson in the deaf resource base, a small group of three Year 9 pupils made excellent progress in learning the vocabulary for parts of the body as a result of the meticulous preparation by the teacher, high expectations and the imaginative use of resources. Some pupils have other difficulties, for example the need to learn English as an additional language. Concentrated and sensitive teaching enables such pupils to make better than expected progress in overcoming these problems, for example a Year 8 pupil receiving one-to-one tuition made very good progress in recognising sentences and reading aloud by the end of the lesson. This resulted from both the pupil's concentration and desire to learn and from the very good liaison between the teacher of the deaf and the local education authority sign language tutor.
15. The quality of the support from the teachers of the deaf and learning assistants also ensures that pupils are well integrated when they attend lessons in the main school as seen in a Year 10 lesson in English. There are examples of other pupils and even a whole class being familiarised with sign language so that they can communicate with a classmate with multiple disabilities. Many pupils achieve very well in GCSE examinations with one pupil recently gaining nine GCSE grades at A*-C made up of one at A*, three at A, four at B, and one at grade C.

WHAT COULD BE IMPROVED

Raising boys' achievement from above average at GCSE to well above to match the well above average achievements of girls.

16. The school has identified the need to improve the attainment of boys at GCSE and it is one of its priorities in the school development plan. It is typical of Hatch End as an ambitious school that it is not satisfied with above average results for boys. In 1999, 55 per cent of boys achieved five or more grades A*-C compared with 42.6 per cent of boys nationally.

17. There are some trends in boys' results which will need to be reversed to improve overall standards further. Whilst the individual average points score per pupil has generally been maintained at the same level by girls since 1997 the average points score for boys has declined. Boys were 10.4 points higher than the national average for boys in 1997 but only 2.9 points higher in 1999. Some, but not all of this, can be attributed to the greater variation in the ability of boys from one year to another than is the case with girls.
18. Using another measure boys have not achieved as highly as girls in individual subjects at GCSE. Whereas girls were above average in nearly all their subjects in 1999, boys were below average in English literature, graphic products, resistant materials, French and German. Results in French and graphics were particularly low in 1998. In 1998 only 15 per cent of boys were successful at grades A*-C in French although that increased to 32 per cent in 1999. In 1998 only four per cent of boys achieved A*-C grades in graphic products but that improved to 39 per cent in 1999. An upward trend in standards was confirmed by the findings of the inspection in subjects where boys have previously underachieved.
19. The school has ambitions for 70 per cent of pupils to achieve five or more GCSEs at grades A*-C within five years. In order to reach this challenging target improving the results of boys is a key factor. Currently they are not as consistent as those of girls.

Extending the frequency of lesson observations by management to identify good practice more clearly and to improve the quality of teaching and learning.

20. Although the school has made satisfactory progress in spreading good practice since the previous inspection, insufficient use has been made of regular lesson observations to strengthen this process and to tackle weaknesses. There is much very good teaching in the school and some examples of excellence which other teachers would benefit from observing. Some examples of good teaching seen at the inspection could easily become very good teaching with simple improvements in technique and timing. Regular and rigorous monitoring by management could also help in improving standards where teaching is unsatisfactory. The value of lesson observations are seen most clearly in the well-focused subject reviews carried out periodically with the local education authority, but that alone is not enough. The school does not have a system where lesson observation by management is the norm.
21. The more regular monitoring of lessons could also be part of the school's plans to raise the attainment of boys. First-hand information could be used by management to compare boys' achievement across subjects and also to reward pupils, both boys and girls, who are making particularly good progress in lessons observed.
22. New management initiatives are being helped by a more settled senior management team, as a result of the return from unavoidable absence of one of the deputy headteachers and the appointment of a new deputy. In making its plans senior management should also increase opportunities for heads of subjects to observe lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to improve standards the senior management and governors should:

(1) raise boys' achievement from above average at GCSE to well above to match the well above average achievements of girls by:

- achieving greater consistency in results across subjects and raising standards in English literature, French, German, graphic products and resistant materials;
- clearly stating plans for improving the performance of boys which are consistently reinforced across all subjects;
- giving particular attention to the monitoring and checking of coursework;
- extending the use of target setting and the involvement of pupils in this process;
- monitoring lessons particularly in those subjects where boys are currently underachieving;
- ensuring that there is early intervention when progress drops off and that parents are involved at an early stage;
- involving parents more in plans to raise achievement.

(2) extend the frequency of lesson observations by management to identify good practice more clearly and to improve the quality of teaching and learning by:

- using an agreed set of guidelines of what good lessons should contain;
- increasing the amount of lesson observations by senior management;
- providing increased opportunities for heads of subjects to observe lessons;
- making further arrangements for teachers to observe others to spread good practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	45	25.5	25	1.5	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		Y8-Y11
Number of pupils on the school's roll		1217
Number of full-time pupils eligible for free school meals		173

Special educational needs		Y8-Y11
Number of pupils with statements of special educational needs		37
Number of pupils on the school's special educational needs register		235

English as an additional language	No of pupils
Number of pupils with English as an additional language	425

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	7.8
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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	151	141	292

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	121	115	116
	Girls	103	87	84
	Total	224	202	200
Percentage of pupils at NC level 5 or above	School	72 [65]	73 [59]	64 [56]
	National	62 [65]	62 [60]	55 [56]
Percentage of pupils at NC level 6 or above	School	26 [35]	43 [35]	27 [27]
	National	28 [35]	38 [36]	23 [27]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	98	118	96
	Girls	119	106	101
	Total	217	224	197
Percentage of pupils at NC level 5 or above	School	73 [61]	76 [63]	66 [61]
	National	64 [61]	64 [64]	60 [61]
Percentage of pupils at NC level 6 or above	School	36 [35]	45 [37]	29 [29]
	National	31 [30]	37 [37]	28 [30]

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	151	141	292

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	83 [65]	129 [139]	143 [144]
	Girls	101 [89]	129 [120]	136 [122]
	Total	184 [154]	258 [259]	279 [266]
Percentage of pupils achieving the standard specified	School	63 [54.8]	88.4 [92.2]	96 [95.4]
	National	46.3 [44.6]	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	42.4 [41.3]
	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	77	74
	National		N/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	10
Black – other	54
Indian	265
Pakistani	39
Bangladeshi	9
Chinese	13
White	677
Any other minority ethnic group	123

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	16	0
Black – other	10	0
Indian	7	0
Pakistani	2	0
Bangladeshi	1	0
Chinese	0	0
White	59	5
Other minority ethnic groups	7	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: Y8 – Y11

Total number of qualified teachers (FTE)	77.1
Number of pupils per qualified teacher	15.8: 1

FTE means full-time equivalent.

Education support staff: Y8 – Y11

Total number of education support staff	19
Total aggregate hours worked per week	454

Deployment of teachers: Y8 – Y11

Percentage of time teachers spend in contact with classes	74.4
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Average teaching group size: Y8– Y11

Key Stage 3	21.7
Key Stage 4	20.2

Financial information

Financial year	1998-9
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	£
Total income	3,254,605
Total expenditure	3,234,885
Expenditure per pupil	2,660
Balance brought forward from previous year	111,692
Balance carried forward to next year	131,412

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1217
Number of questionnaires returned	171

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	48	10	3	0
My child is making good progress in school.	37	57	4	0	2
Behaviour in the school is good.	27	55	9	3	6
My child gets the right amount of work to do at home.	25	56	15	4	1
The teaching is good.	29	61	5	0	5
I am kept well informed about how my child is getting on.	22	47	23	5	3
I would feel comfortable about approaching the school with questions or a problem.	47	43	4	2	4
The school expects my child to work hard and achieve his or her best.	52	43	2	1	2
The school works closely with parents.	19	51	18	4	8
The school is well led and managed.	38	50	2	1	9
The school is helping my child become mature and responsible.	35	51	7	1	6
The school provides an interesting range of activities outside lessons.	38	37	9	5	11