

INSPECTION REPORT

LITTLE HEATH SCHOOL

Tilehurst, Reading

LEA area: West Berkshire

Unique reference number: 110063

Headteacher: Mr C W Rowles

Reporting inspector: Dr A R Beaver
20224

Dates of inspection: 28 February – 2 March 2000

Inspection number: 186167

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Maintained
Age range of pupils:	11 to 18 years
Gender of pupils:	Mixed
School address:	Little Heath School Little Heath Road Tilehurst Reading Berkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Sarjeant
Date of previous inspection:	6 – 10 November 1995

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
Leadership is highly effective in ensuring that the quality of teaching is very good and that the standards that pupils achieve are high. Progress is very good. Pupils' attainment on entry to the school is broadly average, but they achieve well above average standards in Key Stage 3 tests, and in GCSE and sixth-form examinations. Teaching is very good. It ensures that pupils learn successfully and make very good progress throughout the school in gaining knowledge and understanding. Relationships among pupils and between pupils and teachers are very good and some are excellent. Teachers provide a very wide range of extra-curricular opportunities to extend pupils' learning. Pupils and sixth-form students have very positive attitudes to their work. Their behaviour is very good, and sometimes exemplary. The school's level of care for its pupils is high. The support and commitment provided by teachers for pupils to help them to achieve highly are exceptionally good. The school has improved considerably since its previous inspection, when it was then judged to be a good school.	
WHAT COULD BE IMPROVED	16
Although standards in Key Stage 3 national tests are well above average in comparison with all schools, and above average in comparison with similar schools, they could be higher still in English. Although much improved, some deficiencies remain in accommodation.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Little Heath School is larger than most. It is comprehensive, with 1517 girls and boys on roll. The social and economic backgrounds of pupils are broadly average overall. Fifty-five pupils are from ethnic minority backgrounds. The proportion of pupils who speak English as an additional language is a little higher than in most schools. All are competent users of English. The percentage of pupils identified as having special educational needs is below average. Some pupils have learning or behavioural difficulties and others have physical impairments. Nineteen pupils have statements of special educational need, a proportion below average, nationally. The attainment of pupils when they enter the school spans the full range of ability and is average overall.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils achieve high standards. They gain very good results in national tests and examinations. Their attitudes and behaviour are very good. Teaching is very good overall. Leadership is very effective in enabling pupils and staff to achieve high standards. The school provides very good value for money.

What the school does well

- Leadership is highly effective in ensuring that the quality of teaching is very good and that the standards that pupils achieve are high.
- Progress is very good. Pupils' attainment on entry to the school is broadly average, but they achieve well above average standards in Key Stage 3 tests, and in GCSE and sixth-form examinations.
- Teaching is very good. It ensures that pupils learn successfully and make very good progress throughout the school in gaining knowledge and understanding.
- Relationships among pupils and between pupils and teachers are very good and some are excellent. Teachers provide a very wide range of extra-curricular opportunities to extend pupils' learning.
- Pupils and sixth-form students have very positive attitudes to their work. Their behaviour is very good, and sometimes exemplary.
- The school's level of care for its pupils is high. The support and commitment provided by teachers for pupils to help them to achieve highly are exceptionally good.
- The school has improved considerably since its previous inspection, when it was then judged to be a good school.

What could be improved

- Although standards in Key Stage 3 national tests are well above average in comparison with all schools, and above average in comparison with similar schools, they could be higher still in English.
- Although much improved, some deficiencies remain in accommodation.

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 improved considerably since its previous inspection in November 1995. Pupils' Key Stage 3 test results have improved and standards are well above the national average, although attainment in English is a little below that in mathematics and science, and could be higher. At GCSE, the rising trend in the average point score achieved per pupil has been above the national rate of improvement, and achievement of 5 or more A* to C grades has improved year-on-year since 1997 to be well above the national standard. The average point score per student at A-level

has risen each year from a level slightly below the national average in 1996 to one at which results have consistently been well above average. The school has managed the issues of the previous inspection very well. Accommodation has been improved significantly although some deficiencies remain, and further improvements are scheduled. The curriculum now meets statutory requirements, and a wider range of subjects is available, for example GNVQ courses in the sixth form. The use of information technology has been extended successfully. There has been improvement in providing for collective worship, and a Thought for the Week provides opportunity for reflection. However, a collective act of worship is not provided for all pupils on a daily basis.

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
Key Stage 3 tests	B	B	A	B
GCSE examinations	B	A	A	A
A-levels/AS-levels	A	A	A	

Key

well above average A

above average B

average C

below average D

well below average E

**Reference to similar schools is to schools which contain a similar proportion of pupils who claim eligibility for free school meals. This is considered to be a valid indicator by which to compare schools with pupils of similar backgrounds.*

The school's results in Key Stage 3 national tests were well above average in 1999. Attainment in mathematics and science was a little ahead of that in English, which improved in 1999 from the result in 1998. Standards are well above average in comparison with those of all schools, nationally, and above average in comparison with those of similar schools. The trend in achievement of pupils' average point score has risen in line with the national rate of improvement, but at a much higher level.

GCSE results compare very well with those achieved nationally and those for similar schools. Standards have improved since 1997. In 1999, boys at the school greatly outperformed boys nationally, to achieve a result almost equal to that of girls in the school, in contrast to the national situation. Over the last three years, pupils have not consistently underachieved in any subject. Their attainment in history has been high in comparison with their other courses.

At A-level, students' average point score improved in 1997 to a standard well above the national average. It has improved year-on-year subsequently. Achievement of grades A and B was above average in 1999. GNVQ results were also above average in 1999.

The school's examination targets are set at an appropriate level, and they are suitably challenging for different year groups. In the work seen during the inspection, pupils achieved standards well above average, overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes in lessons and most enjoy school.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is very good, and often exemplary. There are few exclusions.
Personal development and relationships	Relationships are very good and sometimes excellent among pupils and between pupils and staff. Many pupils, particularly sixth-formers, exercise responsibility very well.
Attendance	Attendance is above average, and unauthorised absence below average.

TEACHING AND LEARNING

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

Of the 74 lessons seen in which teaching was graded, it was at least satisfactory in 99 per cent. In 49 per cent, it was good, and in a further 35 per cent, it was very good or excellent. One per cent was unsatisfactory. Pupils learn successfully because teaching is so good. They participate actively, using initiative well in lessons.

Numeracy is taught very well, particularly in mathematics, science, business studies, geography and information technology. Literacy is well taught and extends pupils' vocabulary and their skills of speaking and listening. Forms of writing are being developed, although technical inaccuracies remain in some pupils' work. The teaching of mathematics is very good, and in some lessons it is excellent. The quality of teaching in science is good, and in some lessons it is very good. In English, it is good overall and occasionally very good. Teachers usually make learning challenging and enjoyable for pupils of all levels of ability by their effort and enthusiasm so that pupils want to learn and make very good progress. They use information technology very well in lessons in Key Stage 3. Very good relationships enable teachers to manage pupils very well and get them to work hard. They usually conduct lessons at a hot pace. In a few lessons, teachers do not adapt work well enough for the full range of pupils' abilities, slowing the pace of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of learning opportunities is good at both key stages and in the sixth form. Provision of extra-curricular activities to extend learning is very good.
Provision for pupils with special educational needs	Pupils with special educational needs receive the full support they require to enable them to make very good progress.
Provision for pupils with English as an additional language	Pupils are helped to access the full range of learning opportunities successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is a high priority. Provision for spiritual and moral development is an aim of the school and well provided. The school has clear rules and expectations, including for sixth-formers. Very good opportunities are provided for pupils' social and cultural development.
How well the school cares for its pupils	Pupils receive very good support to achieve their best. The school provides a high standard of care and welfare for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff are very successful in ensuring that teaching is very good, so that pupils enjoy a very good quality of learning, and progress very well to achieve well above average standards of work and behaviour.
How well the governors fulfil their responsibilities	Governors are very supportive of the headteacher and the school and closely oversee developments. They work hard for the school through their committees and provide a good range of professional knowledge from outside education to benefit the school. Statutory requirements are met, except for the provision of a daily act of collective worship for all pupils.
The school's evaluation of its performance	Systems for monitoring and evaluating standards of teaching and learning are excellent. School development planning is of a high order. Targets for development are well chosen. Success criteria are clear and evaluation of the achievement of targets is meticulous and guides decisions on subsequent priorities.
The strategic use of resources	Use of funding is very good. The principles of best value are well applied. The school achieves very 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"> • The school enables their children to achieve high standards. • They can approach the school with confidence over any problems. • The school promotes positive values and attitudes, which benefit their children. • Their children enjoy attending the school. 	<ul style="list-style-type: none"> • Some parents would like more information on what is taught.

Inspectors agree with parents that the school is successful in helping their children to achieve high standards of work and behaviour. The school cares very well for their children and is supportive over a wide range of academic and personal problems. It is forthright in its expectation of strong commitment from pupils of all ages towards their work and the exercise of personal responsibility. Pupils appreciate what teachers do for them and enjoy learning. The school provides an appropriate range of information about pupils' performance, and the quality of annual reports describing the progress they have made is good. Parents are suitably informed of developments through school publications such as the Heathsonian magazine.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership is highly effective in ensuring that the quality of teaching is very good and that the standards that pupils achieve are high.

1. The leadership provided by the headteacher and senior staff team is very good. They are well supported by heads of departments and heads of year in ensuring high standards. The success of the school owes much to the headteacher's drive and resolve that there must be no complacency over the high standards achieved. He, the senior staff team and subject leaders aim for high standards of teaching, and high standards of work and behaviour from pupils. These are accomplished very well in a constant search for further improvement.
2. The school has developed excellent systems to ensure standards of teaching and learning are high. The quality assurance system is managed very effectively. It enables senior management to ensure that standards of teaching and learning are high, and generates strong partnership with heads of department in constantly working for improvement. The Talisman group of senior and other staff keeps the school's focus rightly on raising even further the quality of teaching and learning, by consideration and analysis of how to respond to change and how to manage it successfully.
3. Governors share the headteacher's determination to ensure the highest standards, and he has their confidence. They work hard on the school's behalf, particularly through their committees, and use their professional experience from outside education freely in its interest. Governors work with management to plan developments and set challenging targets for further improvement in all aspects.
4. School development planning is of a high order and sets a challenging agenda for improvement. Evaluation of the quality of what is achieved is rigorous, and guides subsequent choice of priorities. Above all, although achievement is celebrated well, the school is constantly seeking to improve upon the high standards it already achieves.
5. Leadership and management make very effective use of the funding available. Governors, headteacher and senior staff apply the principles of best value well in their use of funding available to the school. Spending is linked to the school's priorities stated in the school development plan. The school makes comparison of its achievements against those of all schools, and of other schools within the local authority. It closely considers its social context against other schools, locally, in analysing what further improvement should be achieved. The analysis of examination performance is detailed. The analysis of individual pupils' performance is being used to an increasing extent with the data outlining pupils' attainment from entry to the school onwards, so as to assess whether pupils are achieving their potential. The school challenges itself well, for example by giving support to pupils beyond the normal timetable in preparation for tests and examinations. It provides a very good range of extra-curricular activities to extend the range of worthwhile experiences available, so as to support pupils' further development in learning. Management consults parents and others over the changes it plans, and consultation with staff is thorough. The school is careful to ensure that there is fair competition for its services, and its spending has been very carefully planned to ensure that priorities are met.

Progress is very good. Pupils achieve well above average standards in Key Stage 3 tests, and in GCSE and sixth-form examinations.

6. On entry to the school at age 11, pupils' attainment spans the full range of ability. It is average overall, shown by Key Stage 2 national tests and confirmed by other tests used by the school. During Key Stage 3, they progress very well to achieve standards that are well above average as shown by the results they achieve in the end of key stage national tests. Results of these tests, which were above average in 1997 and 1998, improved further in 1999 to a standard well above average. The trend in the average points per pupil achieved in the tests has risen in line with the national rate of improvement since the previous inspection, but at a much higher level. In comparison with similar schools*, pupils' attainment is above average.
7. Pupils continue to progress at a rapid rate through Key Stage 4. At the end of this key stage, they achieve well above average standards in GCSE examinations in comparison with all schools nationally, and with similar schools. In 1999, 63 per cent of Year 11 pupils achieved five or more GCSE A* to C grades, and many achieved very high standards. For example, 40 per cent achieved 9 or more A* to C grades. Achievement of the top GCSE grades, A* and A, is well ahead of national results. Pupils with special educational needs make very good progress in line with others. Lower attainers achieve well in GCSE and other examinations, and all pupils gained at least one GCSE grade in 1999. In the core subjects of English, mathematics and science, pupils regularly attain their best standards in mathematics. In other subjects, they achieve consistently high standards in history and geography, compared with the standards that they achieve in their other subjects. Girls outperform boys at GCSE, but the difference is small, and in 1999, boys attained almost the same point score as girls. Since the previous inspection, the school's average total GCSE point score per pupil has improved at a rate above the national increase, and at a much higher level. In comparison with similar schools, pupils' attainment is also well above average.
8. Students who enter the sixth form continue to make very good progress and achieve highly. Standards of attainment at A-level have improved consistently. During the last three years, students' average A-level point score has been well above the national average. It has improved year-on-year since 1996. Attainment of the highest grades, A and B, was above average in 1999. GNVQ courses have been introduced since the previous inspection at intermediate and advanced levels, and students achieved above average standards in 1999.
9. Overall, from average attainment on entry to the school, pupils progress rapidly in Key Stage 3 overall, to achieve well above average standards in national tests in comparison with all schools and above average standards compared with similar schools. Their rate of progress increases throughout Key Stage 4, and their attainment at GCSE is well above average in comparison with all schools and with similar schools. Very good progress is sustained throughout the sixth form.

**Reference to similar schools is to schools which contain a similar proportion of pupils who claim eligibility for free school meals. This is considered to be a valid indicator by which to compare schools with pupils of similar backgrounds*

Teaching is very good. It ensures that pupils learn successfully and make very good progress throughout the school in gaining knowledge and understanding.

10. Teaching is very good at both key stages and in the sixth form because it is effective in ensuring pupils learn successfully. Management makes teaching and learning central to the school's purposes and the resulting quality is high. The very good progress which pupils make throughout the school, and the well above average standards they achieve, result directly from very good teaching, which, at its best, is inspirational. Several lessons observed were of excellent quality. Skilled teachers inspire pupils' interest, make learning challenging and enjoyable, and enable pupils to make very good progress with their work. For example, in a Year 10 lesson of the highest quality in mathematics on the periodic functions of sine, cosine and tangent, the teacher challenged pupils very well and extended their learning. Prior work was very successfully linked with new knowledge, greatly developing pupils' understanding.
11. Teachers have very good knowledge of their subjects and they use this to interest pupils and enhance their learning. For example, in an excellent Year 8 French lesson, the teacher made learning fun for all pupils, by engaging them in a quick-moving series of varied activities which were conducted entirely in the foreign language. In a lesson developing Year 7 pupils' skills in basketball in physical education, the teacher's own skills in demonstration and knowledge of the game enabled the pupils to make excellent progress in understanding techniques and developing their own skills. Most lessons run at a very good pace so that pupils' interest is maintained in their learning.
12. Teachers plan their lessons carefully. They usually give pupils opportunity to participate actively, by using their own initiative to think and learn for themselves. However, in a few lessons observed, teachers did not fully adapt work for the full range of pupils' abilities. In a very good Year 13 advanced GNVQ lesson on business law, the teacher's planning provided very clear objectives for the students, giving them opportunity to progress with their own assignments very well. Homework is used well to help extend pupils' learning. Teachers use resources very well. For example, some lessons of high quality were observed in Key Stage 3, in which information technology was used very successfully to extend pupils' subject knowledge and understanding.

Relationships among pupils and between pupils and teachers are very good, and some are excellent. Teachers provide a very wide range of extra-curricular opportunities to extend pupils' learning.

13. Very good, and sometimes excellent relationships among teachers and pupils enable teachers to secure the pupils' full co-operation and commitment. Teachers have very good discipline. This helps to create a situation conducive to learning, in which pupils are confident to show others that they enjoy the challenge of hard work. Pupils usually concentrate and participate extremely well. In most subjects, when given the opportunity, pupils support others' learning very well. For example, in a Year 11 design and technology lesson on electronic products, excellent relationships among pupils greatly supported their learning. All supported each other as a 'critical friend' in a most mature manner. Pupils and sixth-form students speak highly of the strong commitment their teachers have to them so as to ensure that they learn successfully. So many students continue to study in the sixth form because they have confidence in their teachers to enable them to achieve their highest standards. Their exceedingly good progress shows that this confidence is not mis-placed.
14. Teachers provide a very good range of worthwhile extra-curricular activities for pupils. These activities directly extend pupils' experience and learning. Teachers provide

extensions to learning across the whole curriculum to enlarge the experience of pupils of all levels of ability. Residential experience is well provided, and enjoyed by many pupils.

Pupils and sixth-form students have very positive attitudes to their work. Their behaviour is very good, and sometimes exemplary.

15. Pupils have enquiring minds and seek to improve their standard of work. In almost all lessons observed, pupils and sixth-form students' attitudes are very positive. They want to learn, and enter into partnership with their teachers to do so. Their positive attitudes enable teachers to conduct lessons at very good pace, enabling learning to progress very well. They listen to their teachers and to each other responsibly and maturely in almost all lessons. They contribute well, and show respect for others in their relationships in lessons.
16. Pupils behave very well in lessons and around the school. They respect the rules, and show a high level of responsibility by their behaviour on corridors, and in the school in general. Sixth-form students act most responsibly. They follow the rules concerning use of time for private study, and they do not waste their time. They have a strong sense of purpose and want to achieve high standards. Sixth-formers contribute well to community service, including support and counselling for younger pupils over any difficulties which those pupils encounter. The level of exclusions is well below average. Overall, pupils have very positive attitudes to their work and almost always behave extremely well.

The school's level of care for its pupils is high. The support and commitment provided by teachers for pupils to help them to achieve highly are exceptionally good.

17. Rigorous procedures are in place to ensure that the school environment is safe. Child protection policies and procedures are in place. There is very little bullying. Where it exists, it is dealt with well by staff to the satisfaction of pupils and parents. A good lesson on the subject of bullying was observed as part of the personal and social education programme in Year 8, where the teacher valued pupils' contributions, and pupils showed respect for others' views.
18. Pupils are very well supported in their educational and career choices and, for example in Year 9, good information is provided by tutors about options and the implications of subject choices. Careers advisers guide pupils and parents' decisions well, ensuring that choices are well informed. Advice and support for sixth-form students are equally effective, and students are helped to apply to higher education or employment very well.
19. Support to monitor and enhance pupils' academic performance is particularly strong. This helps pupils to attain very good academic standards. Pupils' progress is closely monitored, and data showing pupils' levels of attainment and potential is used with increasing effectiveness in helping to inform staff and pupils of the standards which can be achieved. Pupils and sixth-form students are mentored and supported if their levels of attainment do not reach the realistic, but challenging, levels anticipated. School development planning includes the intention to use assessment data further to support pupils' progress. A valuable initiative has been piloted in setting measurable targets for improvement for Year 10 pupils, showing successful outcomes in what these pupils have attained.
20. Teachers provide many extra lessons out of timetabled time, including at weekends and holidays, helping pupils to prepare for their examinations. Parents much appreciate the care and support that their children receive from teachers. The Talisman group has produced helpful advice for pupils, for example on how to manage GCSE examinations successfully.

21. The school meets the needs of pupils from minority ethnic backgrounds very well. Those with special educational needs are well supported to achieve their potential for learning, and they make very good progress. Pupils for whom English is an additional language are helped to access the full range of learning opportunities available successfully.

The school has improved considerably since its previous inspection

22. The school has improved considerably since its previous inspection in November 1995. In particular, pupils' standards of attainment have improved significantly, as shown by the improving point score achieved per pupil in end of Key Stage 3 national tests. This has increased at the national rate, but at a much higher level than the national increase. Key Stage 3 test results have improved to a level well above the national average. Pupils' attainment in mathematics has been particularly strong, and consistently well above the national average. At GCSE, the rising trend in the average point score achieved per pupil has been higher than the national rate of improvement, although it has been consistently at a level significantly above the national standard. Achievement of five or more GCSE grades A* to C has improved each year to be well above average. Attainment at A-level has improved significantly. In 1996, the average A-level point score achieved per student was below the national average. Since then, the average point score has improved year-on-year to a level well above average. The school demands much from its pupils and sixth-form students, and it is successful in enabling them to achieve high standards.
23. The school has managed the key issues of the previous inspection very well. Accommodation has been improved significantly. New buildings fit for their purpose have been provided through the tireless efforts of governors and senior management, who have enlisted the support of the local education authority. These buildings have replaced poor accommodation. Further improvements are scheduled to which governors are making a direct contribution, so as to extend the specialist facilities to be provided by the local authority. The curriculum has been improved and now provides a good range of learning opportunities for pupils, for example, successful GNVQ courses have been provided in the sixth form in response to national initiatives. Statutory requirements for the curriculum are now fully met. The improvement in the use of information technology has been impressive. In addition to the set course to develop skills in this subject in Key Stage 3, the use of information technology to assist the learning of other subjects is very good. During the inspection, lessons of a high standard were observed in which information technology was used as a medium through which to teach, for example English, science and business studies. There has been improvement in providing for collective worship, and assemblies usually provide this. A Thought for the Week programme provides opportunities for reflection, and this is a notable feature of some tutor-time at the beginning of the school-day. The school does what it can to meet requirements. However, a collective act of worship is not provided for all pupils on a daily basis.

WHAT COULD BE IMPROVED

Although standards in Key Stage 3 national tests are well above average in comparison with all schools, and above average in comparison with similar schools, they could be higher still, especially in English.

24. Standards in the national tests are well above average in comparison with all schools, nationally, and are above average in comparison with results in similar schools. Results in English have been a little below those attained in mathematics and science as shown, for example, in the percentage of pupils achieving Level 6 or above in comparison with all schools in the tests in 1999. The policy of the English department in not entering all pupils for the tests, unlike the mathematics and science departments, may have adversely affected the average point score achieved in English, and the department is now to challenge all pupils by entering everyone for the tests in 2000. The department is also wisely extending its preparation of pupils for the tests in 2000.
25. The inspection found weaknesses in the technical accuracy of some pupils' written work, particularly in Key Stage 3. There is room for improvement in some pupils' spelling, punctuation and use of grammar, for example. The school recognises the need to improve standards of literacy further. The English department, along with all departments, has been closely involved in initiatives to achieve this. One very worthwhile initiative has been a project during the summer holidays, funded by the school, to raise standards of literacy. This was well supported by pupils and parents. The school has developed a policy for literacy which involves, for example, help for pupils in composing written work, the accurate use of technical words in their different subjects, and co-ordination of work across the curriculum by designated departmental staff.

Although much improved, some deficiencies remain in accommodation.

26. Accommodation has greatly improved since the previous inspection. Governors and senior management have provided extensive additional classroom space. They have been active in gaining the support of the new local authority, and they have raised and provided additional funds to support improvements. Further changes are planned for the summer of 2000 when a new arts block is to be built, and governors are again providing additional funds to those of the local authority to maximise the advantages of the new accommodation to the benefit of pupils.
27. However, deficiencies currently exist which the new building may partly help to alleviate. Some lessons are taught in classrooms in which conditions for teaching are difficult, and subsequently limit pupils' learning. For example, a class has lessons in religious education taught in a technology workshop, making opportunity for discussion difficult. One modern foreign languages classroom is located in the science block, making departmental co-ordination more difficult. Some science laboratories are separated from the main science block, making for difficulties in transferring resources between buildings by the effective, but limited number of technicians available. The dining hall is very small for the size of the school, but its use is managed well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order for the school to improve its high standards even further, governors and management should:

- i) Continue to improve pupils' attainment in Key Stage 3 national tests from standards which are now well above average, overall, to even higher levels in English, by extending the number of pupils entered and further careful preparation of pupils for the tests. The school should continue and extend the valuable initiatives to enhance standards of literacy so as to improve further pupils' technical accuracy in writing across the curriculum.
- ii) Continue to improve accommodation, by exploiting all means to this end.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	27	49	15	1	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	1287	230
Number of full-time pupils eligible for free school meals	78	0

Special educational needs

	Y7 – Y11	Sixth-form
Number of pupils with statements of special educational needs	19	0
Number of pupils on the school's special educational needs register	171	2

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.8
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	114	139	253

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	79	89	77
	Girls	127	110	105
	Total	206	199	182
Percentage of pupils at NC level 5 or above	School	81 (70)	79 (68)	72 (64)
	National	73 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	36 (38)	48 (43)	35 (36)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	86	82
	Girls	124	111	110
	Total	201	197	192
Percentage of pupils at NC level 5 or above	School	80 (70)	78 (73)	76 (65)
	National	56 (62)	62 (64)	58 (62)
Percentage of pupils at NC level 6 or above	School	36 (34)	51 (48)	40 (37)
	National	24 (30)	36 (37)	28 (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	107	114	221

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	65	104	106
	Girls	74	103	114
	Total	139	207	220
Percentage of pupils achieving the standard specified	School	63 (62)	94 (96)	100 (100)
	National	48 (45)	88 (90)	94 (95)

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

GCSE results		GCSE point score
Average point score per pupil	School	47 (45)
	National	37.8 (37)

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

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	38	45	83

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	22	21.7	21.8 (21.3)	2.6	3.3	2.8 (3.6)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	80
	National	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	1
Black – other	8
Indian	9
Pakistani	7
Bangladeshi	3
Chinese	1
White	1337
Any other minority ethnic group	12

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	12	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 – Y13**

Total number of qualified teachers (FTE)	90.6
Number of pupils per qualified teacher	16.7:1

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	20
Total aggregate hours worked per week	406

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	70.47
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Average teaching group size: Y7 – Y11

Key Stage 3	22.1
Key Stage 4	22.1

Financial information

Financial year	1998-9
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	£
Total income	3223086
Total expenditure	3152597
Expenditure per pupil	2188
Balance brought forward from previous year	26760
Balance carried forward to next year	97249

Results of the survey of parents and carers

Questionnaire return rate

The OFSTED questionnaire in use in 1999 was sent to parents. 1527 questionnaires were sent out, and 406 were returned.

Summary of parents' and carers' responses

Parents' responses to the questionnaire were strongly supportive of the school overall. Almost all respondents agreed that the school enabled their children to achieve a good standard of work and strongly endorsed it as being easily approachable over questions or problems. A very high percentage of parents indicated that they were well informed about their children's progress at school, were satisfied with homework requirements, and that pupils' behaviour was good. A similar very high proportion of responses indicated confidence that the school's values and attitudes benefited their children and that their children enjoyed attending the school. A large majority of responses agreed that their children were encouraged to participate in extra-curricular activities. Very few parents responding had doubts about how the school handled their complaints. Although the vast majority of parents responding were happy with the information they received about what the school was teaching their children, 30 respondents wanted more information.