

INSPECTION REPORT

PRIESTLANDS SCHOOL

Lymington

LEA area: Hampshire

Unique reference number: 116416

Acting Headteacher: Jenny Lawrie

Reporting inspector: W S Walton
1210

Dates of inspection: 18 – 20 January 2000

Inspection number: 186183

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:	County
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	North Street Pennington Lymington Hampshire
Postcode:	SO41 8FZ
Telephone number:	01590 677033
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Helen Withers
Date of previous inspection:	21 November 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:	1115		(larger than other schools of this type)
Pupils with English as an additional language:	2	0.8%	(well below the national average)
Pupils entitled to free school meals:	72	7.9%	(below the national average)
Pupils on the register of special educational needs:	243	21.8%	(above the national average)
Average number of pupils per teacher:	18		(higher than most schools of this type)

This school year there is an acting headteacher to cover the secondment of the headteacher. Over the last three years the overall attainment of students entering the school has improved from a little below average to above average.

HOW GOOD THE SCHOOL IS

Priestlands is a very good school. It benefits from strong leadership which provides a clear sense of direction and a staff who are committed to high standards and improvement. It provides a very good learning environment and standards are high. It gives very good value for money.

What the school does well

- Standards are high and students make good progress.
- Very good teaching leads to well developed learning skills and socially mature students.
- Strong leadership provides a clear sense of direction to a learning community committed to improvement of existing high standards.
- The management of the school provides a very good foundation for learning.

What could be improved

- Although overall standards of work and teaching are high compared with those found in most schools, teaching styles in some subjects and with some students could be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Significant improvements have been made since the last inspection. Overall levels of attainment at the end of Key Stage 3 and GCSE have improved over the last few years and the results in 1999 were the best ever. Standards of teaching, particularly the proportion of good and very good teaching, are much higher. Standards of attainment are higher in science, art, music and design and technology. Standards have fallen in geography, and, although better than national standards, have fallen slightly in mathematics. Standards of provision and attainment are much better in ICT.

Arrangements for the professional development of staff have improved and the school has Investors in People status. It now has a School Curriculum award for the second time and a national Sportsmark award. The school continues to develop its assessment procedures. It has clearer targets for academic success and strategies for improving attainment. Individual students are much better informed of their progress and involved in setting targets for improvement. The quality of accommodation for art and music is much better than at the time of the last inspection, there is a new suite of English rooms and improvements have been made for design and technology, ICT and the humanities. Curriculum opportunities at Key Stage 4 have been broadened in the humanities and ICT. Information provided for parents about their children is much better and there are more opportunities for parents to contribute to the work of the school.

STANDARDS

The table shows the standards achieved by 14 and 16 year olds based on average point scores in National Curriculum tests and GCSE examinations in 1999.

Performance in:	Compared with		Key
	All schools	similar schools	
End of Key Stage 3 tests	A	C	well above average A above average B average C below average D well below average E
GCSE examinations	A	A	

Over the last three years students' results in Key Stage 3 tests and GCSE have been above national averages. Since the last inspection standards have improved in line with national trends at both levels. In National Curriculum tests at the end of Key Stage 3 in 1999 standards in English and science were much better than national averages and better than those of similar schools measured by the percentage of students eligible for free school meals. Results in mathematics were better than national averages but well below the average for similar schools. In 1999 the percentage of students taking free school meals fell and there was a relatively high proportion of students with special educational needs in Year 9. Over the last three years a fall in the proportion of students eligible for free school meals has coincided with an improvement in the overall attainments of students coming into the school.

In 1999 the proportion of students obtaining five or more passes at the higher grades A* - C and the average points scores of students in GCSE were well above the national averages. The proportion of students obtaining the highest grades was much higher than national averages in biology, design and technology, music, art, physical education and religious education, and well below the average in business studies – this subject is no longer offered by the school. There is no significant difference between the overall attainments of boys and girls at the end of Key Stage 3 but girls outperform boys in line with national differences in GCSE. These results demonstrate the good progress that students make. At GCSE, students do better than others in similar schools. The school has agreed challenging targets with the local education authority and has met them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Students respond very well to the expectation that they will work hard. They are good listeners, maintain concentration and work productively.
Behaviour, in and out of classrooms	Very good. Conduct is very good in and around the school. Students show respect for people and property. Relationships with staff and among students are excellent.
Personal development and relationships	Very good. Students mature perceptibly as they move through the school. Older students have well-developed personal and social skills and a sense of responsibility.
Attendance	Attendance is better than the national average and unauthorised absence is well below it.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	aged 14-16 years
Lessons seen overall	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.

The standard of teaching is a major strength of the school. It is higher than at the time of the last inspection. Virtually all teaching is at least satisfactory. More than three-quarters of teaching is at least good and almost 40% is very good. There is little difference in standards of teaching between the key stages. In almost all areas of the curriculum there is teaching which is outstanding in its enthusiasm and effectiveness. In some areas, however, although teaching is at least satisfactory and in many respects good, teaching styles do not sufficiently challenge the students. Teaching and support of students with special educational needs is very good and there are many opportunities to extend high attaining students. All teaching in English and mathematics is at least satisfactory and much of it is good. Standards of teaching are very good in science. Students respond well to this high quality teaching. Teachers regularly inspire students to concentrate hard, think clearly and work with determination. As a result, the quality of learning generally in lessons is impressive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school fulfils its commitment to a broad and balanced curriculum. Extra-curricular provision is very strong and popular with students. There are effective arrangements for career education and guidance.
Provision for pupils with special educational needs	There is very good provision for the academic and personal development of students with special educational needs. They are fully integrated in the school community, are confident and feel secure. Last year students with SEN averaged more than seven passes in GCSE.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Teaching styles and curriculum and extra-curricular activities make strong contributions to the social, moral and cultural development of students. Students respond very positively to the respect given to them by teachers and to their high expectations of considerate behaviour. The personal and social education programme and the creative arts make especially effective contribution to personal development. Opportunities for spiritual development are less evident although there are sound contributions from art, science, religious education, assemblies and the thought for the day.
How well the school cares for its pupils	Students feel secure and well supported. They are very well known to their tutors and have confidence in them. There are very good arrangements for the support of students with special needs. Very good attention is given to safer working practice and provision for health and safety is effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The governors and senior managers work closely and harmoniously in setting clear aims and objectives for the school. They rigorously pursue their objectives and continuously evaluate the performance of the school. Arrangements for educational and financial planning are very good. They have created an open professional culture in which the views of all members of the community are sought and valued.
How well the governors fulfil their responsibilities	Governors keep themselves very well informed about the school and are highly committed to it. With the exception of the daily act of collective worship they ensure that the school fulfils its statutory obligations. They are fully involved in policy making, education and financial planning. They have very good arrangements for budget making and financial control and a commitment to cost effectiveness.
The school's evaluation of its performance	This is a very strong aspect of the school which has improved in recent years and will continue to improve as systems become firmly established and refined. Systems of evaluation and review extend from individual students and teachers to departmental and whole school performance. Assessment information is increasingly used to inform planning and targeting.
The strategic use of resources	Much attention is given to cost effectiveness. In purchasing, cleaning, maintenance and provision of public services the school has become more efficient in recent years. Teaching staff are well deployed and very effectively supported by administrative, technical and educational support staff. The resources of the library and the ICT workshops are very well used.

Given the high standards achieved and the very high quality of education against the average income per student, the school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • The school's expectation of hard work. • The way the school is led and managed. • The quality of teaching and the progress made by students. • The range of after-school activities. • The school is easily approachable. 	<ul style="list-style-type: none"> • Homework arrangements • The way the school works with parents and the information it provides. • Behaviour in the school.

Almost all parents are pleased with the school and the quality of its work. Inspectors agree with this positive view. Although a minority of parents have some dissatisfaction with the homework arrangements there is no consensus among them about what the requirement should be. Students feel the homework set is usually manageable and appropriate. It is set and marked regularly and the content is worthwhile. Some parents responding to the questionnaire are unhappy about the way the school works with parents and the information they receive but parents who attended the meeting with the registered inspector thought this was a strength and an area of recent improvement. The information sent to parents about the school is comprehensive. The information provided about the progress of students is much better than that given by most schools. Many parents and students value the termly assessments as well as the annual reports. Parents are fully involved in the very good induction programme for students coming into the school. At the time of the inspection the behaviour of students in classes and around the school was very good. Relationships among

students and with teachers were excellent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and students make good progress

1 Standards of attainment are high and well above national averages in National Curriculum tests at the end of Key Stage 3 and in GCSE examinations. Standards were much better than national averages at the time of the last inspection and they have improved steadily, keeping pace with the national trend. Overall results in 1999 were the best ever achieved by the school in tests at the end of Key Stage 3 and in GCSE examinations. GCSE results were much better than those of similar schools measured by the proportion of students eligible for free school meals. Results in National Curriculum tests were in line with those of similar schools although there was an above average proportion of students with special educational needs in that year. Over the last few years the average scores of students in the tests at the end of Key Stage 3 have been above national averages in English, mathematics and science. Last year they were much better than national averages in English and science and better than them in mathematics. Overall there is no significant difference between the performance of boys and girls in the end of Key Stage 3 tests. Girls do better than boys in English and boys slightly outperform girls in mathematics. Last year and over recent years the results of boys and girls respectively have been much better than national averages in the GCSE examinations although the results of girls have been better than those of boys. The difference between them has been in line with the national trend. The proportion of students obtaining the highest grades in the GCSE examinations last year in English, mathematics and science were better than national averages. Results in biology, design and technology, music, art, physical education and religious education were much higher than national standards. It was only in business studies that results were significantly below national averages – this subject is no longer offered by the school. Students with special educational needs achieve relatively good results. Last year students on the special educational needs register averaged more than seven passes each in the GCSE examinations.

2 Overall standards of attainment in lessons are above average at both key stages and there is a significant amount of very good work in Key Stage 4. The standards achieved are closely related to the quality of teaching and the challenge it gives students and to the enthusiasm and motivation of students. The oral skills of students are very good indeed. Students are confident, express themselves clearly and have a good range of vocabulary. Students with statements of special education need speak very confidently about life in the school and are able to make full assessments of their own progress and aspirations. Students in Year 9 showed a good knowledge of scientific vocabulary in a chemistry lesson and Year 11 students of biology used sophisticated vocabulary in discussions about the moral dilemmas posed by advancing knowledge of genetics. Standards of reading are good. The school gives much emphasis to its importance and most English lessons begin with a short period of quiet reading. Many students derive much enjoyment from reading as in Year 9 where students read from Romeo and Juliet with much understanding. Standards of writing, although above average, do not match those of spoken contributions. Students, especially middle and high attainers in Key Stage 4, take accurate notes and make good use of drafting. Some students experience difficulties with spelling. Most students have a good numerical competence and make good use of their skills in a number of curriculum areas but some students in lower sets in Year 11 have not retained standard units of measurement and are not confident in the manipulation of number.

Very good teaching leads to well developed learning skills and social maturity among students.

3 Standards of teaching are much higher than at the last inspection. At Key Stage 3 standards

were at least good in almost three-quarters of lessons and very good in over 40%. At Key Stage 4 standards were at least good in 79% of lessons and very good in a third of them. There are no areas of the curriculum in which teaching is less than satisfactory. The quality of teaching is consistently high in art, drama, design and technology, ICT, music, physical education and religious education. Teaching in English and mathematics is good and there is a high proportion of very good teaching in science.

4 Teachers have a very good understanding of their subjects and are keen to extend the knowledge of students. Students in Year 7 shared the infectious enthusiasm of teaching in a science lesson introducing them to respiration. Students in a low set in Year 9 responded very positively to the dynamic approach of the teacher in an English lesson on the character of Romeo. Good planning is a strong feature of teaching and teachers introduce lessons well and explain their objectives so that students understand what is required. Organisation is equally good so that the equipment and apparatus requirements are on hand at the start of lessons. Lessons are well planned to match students' attainment and to ensure that they will be fully engaged and working at a good pace. Year 8 students enjoyed a lesson on African music and worked hard throughout on full class and group activities. The topic of a Year 11 chemistry lesson was particularly well chosen to reinforce a range of GCSE requirements for very committed students who had suffered from much teacher absence in the previous term.

5 Much of the good learning is in response to the challenges provided for and the expectations of students. There is a general expectation that students will quickly settle to the task and work hard. Students are very good listeners both to teachers and to each other and respond quickly when teachers seek their attention. The demands of many lessons, for example a Year 11 lesson on Russian history, are very intense and students maintain high concentration and productivity to meet lesson objectives. A Year 9 lower attaining group was very challenged by the use of French throughout the lesson and the insistence that they use the perfect tense. The students stayed on task and made good progress. Many teachers successfully use questioning not only to check on the knowledge and understanding but also to challenge students to think more carefully about their answers and to hypothesise. In a very good Year 9 lesson in mathematics students were successfully challenged to consider a range of approaches to a packaging problem. In a Year 9 English lesson there was a very lively question and answer session which served to enhance students' understanding of 'Romeo and Juliet'. In a Year 10 lesson in religious education students responded well to encouragement to challenge theories and beliefs. Questioning in a Year 11 lesson on genetics was skilfully managed to ensure that students took a balanced view of ethical issues. Teachers ensure that all students take part in question and answer sessions and that discussion is not dominated by a few.

6 In almost all lessons, teachers use a variety of approaches to obtain and hold the interest of students. In science, experiments are chosen which give very clear and sometimes memorable reactions. Year 7 students make rapid progress in the study of electricity when they were encouraged to try different circuit arrangements and explain the different results. In modern languages learning is assisted by good classroom displays, the use of overhead projectors and most importantly by consistent use by some teachers of the target language, clearly delivered with very good accent. The choice and treatment of the subject of a lesson, such as 'Darkwood Manor' in drama which provided an exciting stimulus to Year 8 students, encourages students to have the confidence to give expression to their feelings.

7 There are many opportunities for students to engage in discussions among themselves or with the teacher and to work independently. Students confidently talk about their work in art using technical language well. In music, drama and PE they develop listening skills and the ability to work with others. Tasks in tutorial periods require students to reach consensus on issues through discussion. Students are encouraged to work independently in ICT and make very good use of the ICT workshops outside lesson time to work productively and responsibly. Initially there was much teacher encouragement for the school newspaper group but students' independent learning skills have developed to the stage where they now take the lead on its management and organisation. Physical education GCSE students have been successfully encouraged to take responsibility for their own work and that of their peers so that they competently and confidently lead training sessions. Students respond well to peer assessment.

8 One of the most powerful influences upon good learning comes through the attitudes of

teachers to students and the feedback they give them. Teachers invariably treat students with respect and there is the expectation that people will be considerate of each other. Teachers take a positive stance towards behaviour; good behaviour is encouraged, effort and achievement are celebrated. Work, including homework is marked regularly. Students feel secure and confident to approach teachers. They appreciate their commitment and the additional time they give in extra-curricular activities and additional classes in areas such as design and technology and English. Students appreciate that teachers take time to explain how well they are doing and how they might improve. It is not surprising that in this environment students mature significantly as they pass through the school.

Strong leadership provides a clear sense of direction to a learning community committed to the improvement of already high standards

9 The leadership provided by the governors and management focuses on the improvement of educational standards and a broad, balanced curriculum for all students. It recognises that its aims will most easily be achieved in a people-centred organisation in which all are valued and people have a right to know about matters which will affect them. There is, consequently, a consultative approach which encourages staff, students and parents to express their views although decision making is clearly the responsibility of management. This approach has successfully harnessed the commitment of staff and created a powerful learning environment. Teachers are aware that they work in a successful school although there is no complacency - rather success has fed the belief that there is always room for improvement. The response to the issues raised by the last inspection and an emphasis on improved standards of teaching and learning have clearly brought results evidenced by the work and attitudes seen in the school. Improvements have been assisted by the opportunities created by management and the encouragement given to staff to take responsibility for their own learning. The Independence in Learning group has been encouraged to take a 'think tank' approach and present its ideas on school training days. At the same time leadership has sharpened its focus on evaluation and review so that all areas of practice and development are subject to professional examination. Investors in People status has helped to raise the importance of caring for people and staff are more open and confident about arrangements for personal professional development. At the same time that management has focused on greater staff self-awareness it has been developing arrangements to support students better and make them more aware of their strengths, weaknesses and levels of attainment. Although not yet fully developed, much progress has been made in developing manageable systems using assessment information to provide individual educational profiles and targets. The development of such systems together with the commitment of staff will ensure that the school will continue to improve.

The management of the school provides a very good foundation for learning

10 The infrastructure of the school is very strong. Developmental planning is well established, rigorous and secure and is fully integrated with financial planning so that staff are confident about the resources available for development. A very careful approach is taken to budgeting. The governors have sought to protect the staffing establishment and they have recently made a number of effective appointments at middle management level. Governors and managers continually seek to improve cost effectiveness and ensure that maximum resources are available for teaching and learning. The site is very well maintained and the services provided by technical, educational and administrative staff are of a high standard. The school runs very smoothly. The governors and management have been able to secure resources to improve substantially the quality of the teaching accommodation and work is in hand to further develop the area surrounding the school. Good working relationships have been established with local primary schools and Post 16 educational establishments. The school works closely and effectively with its local authority and the community. It has been successful in obtaining good support from the community to widen curricular opportunities. The income per student is close to the national average for similar schools. Having regard for standards achieved and the quality of education, the school gives very good value for money.

WHAT COULD BE IMPROVED

Although overall standards of work and teaching are high compared with those found in most schools, teaching styles in some subjects and with some students could be improved.

11 Standards of work in geography are not as high as in other subjects as measured by results in GCSE. The department has a new head of department who is committed to improved standards but at this stage has had insufficient time to influence overall work. History, geography and religious education are taught as modules of humanities in Years 7 and 8 and there is no clear overall commitment among staff to this approach. Overall, teaching in geography is satisfactory and a significant proportion is good. Some learning suffers, however, from a lack of classroom organisation and undifferentiated tasks that do not challenge high attaining students and sometimes confuse lower attainers. There is a need to extend the teaching of geographical skills, particularly for the higher attainers by the end of Key Stage 3 and to provide greater emphasis to interpretative work in GCSE classes.

12 Standards of attainment in modern languages are sound. All teaching is at least satisfactory and a significant proportion is very good. Nevertheless there are some weaknesses. In some lessons at Key Stage 3 there are insufficient opportunities to practise and consolidate new learning. Consequently students are confused and somewhat discouraged when they cannot understand dialogue using new structures. A small number of students, mainly boys in Year 9 are experiencing little success with a modern language and have become poorly motivated. In these cases there do not appear to be strategies to deal with motivation and success, rather a reduced demand to use the target language and low expectation which compound the problem.

13 Standards of attainment in mathematics are better than national averages. All teaching of mathematics is at least satisfactory and some of it is good. The mathematics department uses a very good series of textbooks, which is very well sequenced and presents new topics interestingly. In most lessons there is an overdependence on the textbook and it is only rarely that the teacher departs from it to discuss concepts or extend or consolidate learning by providing alternative work. Standards would improve if there were more varied approaches and if demands upon the more able were qualitative rather than quantitative. The department is aware of the problem and is seeking to address it. At the time of the inspection there was very little evidence of mental work in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 14 The school should now raise standards further by:
- i improving classroom organisation and the planning of work appropriate to students at different levels of attainment in geography. More attention should be given to the teaching of geographical skills to higher attainers in Key Stage 3 and interpretative geographical work during the GCSE course.
 - ii ensuring that in Key Stage 3 modern languages lessons students have improved opportunities to practise and consolidate learning so that new structures are thoroughly understood. Better strategies should be developed to motivate and challenge lower attaining students, particularly boys.
 - iii raising expectations of the quality and complexity of the work higher attaining students might produce in mathematics and planning mathematics lessons in such a way as to use more varied methods and reduce dependence on textbooks.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

78

Number of discussions with staff, governors, other adults and pupils

25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	38	76	99	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	1,115	-
Number of full-time pupils eligible for free school meals	88	-

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	14	-
Number of pupils on the school's special educational needs register	243	-

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	92.6
National comparative data	91.0

Unauthorised absence

	%
School data	0
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	107	115	222

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	76	77	78
	Girls	94	79	81
	Total	170	156	159
Percentage of pupils at NC level 5 or above	School	77 (73)	71 (64)	72 (62)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	35 (28)	38 (41)	31 (33)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	62	73	88
	Girls	88	83	95
	Total	150	156	183
Percentage of pupils at NC level 5 or above	School	68 (65)	70 (75)	82 (89)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	22 (19)	38 (38)	43 (49)
	National	31 (31)	37 (37)	28 (31)

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	1999	113	123	236

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	66	110	111
	Girls	82	122	122
	Total	148	232	233
Percentage of pupils achieving the standard specified	School	63 (58)	98 (96)	99 (99.5)
	National	46.3 (45)	90.7 (90)	95.7 (95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	45 (44)
	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	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	1103
Any other minority ethnic group	9

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	39	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)	62.4
Number of pupils per qualified teacher	18

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	19
Total aggregate hours worked per week	413

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	75.9
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Average teaching group size: Y7 – Y11

Key Stage 3	24.4
Key Stage 4	22.36

Financial information

Financial year	1998/99
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	£
Total income	2,562,229
Total expenditure	2,552,371
Expenditure per pupil	2,234
Balance brought forward from previous year	-57,338
Balance carried forward to next year	-47,480

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,115
Number of questionnaires returned	309

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	58	8	1	2
My child is making good progress in school.	44	50	4	1	2
Behaviour in the school is good.	26	54	11	1	2
My child gets the right amount of work to do at home.	22	59	14	3	2
The teaching is good.	29	61	4	1	6
I am kept well informed about how my child is getting on.	38	50	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	49	43	4	1	4
The school expects my child to work hard and achieve his or her best.	58	39	2	1	1
The school works closely with parents.	31	50	15	1	3
The school is well led and managed.	43	47	3	1	5
The school is helping my child become mature and responsible.	33	55	7	2	3
The school provides an interesting range of activities outside lessons.	41	49	3	2	5