

INSPECTION REPORT

TRINITY CATHOLIC HIGH SCHOOL

Woodford Green, Essex

LEA area: London Borough of Redbridge

Unique reference number: 102860

Headteacher: Dr P C Doherty

Reporting inspector: Paul Sadler No 1611

Dates of inspection: 3 – 6 April 2000

Inspection number: 186211

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:	Voluntary Aided
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Mornington Road Woodford Green Essex
Postcode:	IG8 0TP
Telephone number:	020 8504 3419
Fax number:	020 8505 7546
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Carter
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Sadler	Registered inspector
Norma Ball	Lay inspector
Aneurin Davies	Team inspector
Geoffrey Hunter	Team inspector
Dennis Johnson	Team Inspector

The inspection contractor was:

Quality Assurance Associates Ltd (QAA)

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU
Tel: 01305 251591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

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	12
Strong, visionary leadership has created a positive ethos and climate for learning	
Very good teaching promotes high standards	
Pupils' positive attitudes and behaviour promote high standards	
WHAT COULD BE IMPROVED	14
Improve teaching in humanities and music in Key Stage 3	
Enable subject leaders to take a more active part in the monitoring and improvement of teaching and learning	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity Catholic High School is a large mixed Catholic 11-18 comprehensive school with 1688 pupils on roll. There are 832 boys and 856 girls. The sixth form is very large, with 506 students. The roll has increased considerably since the last inspection in 1995. The main criterion for admission is the practice of the Roman Catholic faith and students are drawn from a wide area – local demographic data is of little relevance to the intake although the school is situated in an area of relative social and economic advantage. The proportion of pupils entitled to free school meals is 5.2 per cent (8.1 per cent pupils of aged 11-16) This is low when compared with the national average of 18.1 per cent. The proportion has remained fairly constant since 1995.

A wide range of ethnic minority groups make up a total of 16.7 per cent of the school population. The number of pupils that have English as an additional language, mainly these three European languages and Twi, is 166 (9.8 per cent). However, almost all these pupils can speak English well.

The school has 191 (11.3 per cent) pupils on its register of special educational needs, which is low compared with the national average of around 20 per cent. Very few pupils have statements of special educational need.

Trinity Catholic High School was judged to be a very good school providing very good value for money in its 1995 inspection. Since that time, the school has been recognised by HMCI as an outstandingly successful school and was given Beacon School status in September 1999.

The school is on two sites, one occupied by Key Stage 3 pupils, the other by Key Stage 4 and the sixth form. The sites are about one kilometre apart.

HOW GOOD THE SCHOOL IS

Trinity High School is an outstanding school. Its recent accolades, such as the award of Beacon School status, are well-deserved.

Very strong and consistent visionary leadership over a significant time has created an excellent ethos and climate for learning. Teaching in almost all subjects is very good. The very strong support of the parents and the school's wider community promotes excellent attitudes and behaviour in the pupils. These factors combine to create a school in which all pupils, regardless of gender, ethnicity or ability, achieve very high standards, especially at GCSE, and which represents outstanding value for money.

What the school does well

- ❖ Strong, visionary leadership has created a positive ethos and climate for learning
- ❖ Provides very good teaching that promotes high standards
- ❖ Develops pupils' positive attitudes and behaviour which, in turn, promote high standards

What could be improved

- ❖ Improve teaching in humanities and music in Key Stage 3
- ❖ Enable subject leaders to take a more active part in the monitoring and improvement of teaching and learning in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection took place in November 1995. Since that time there has been a significant improvement in standards of achievement, exceeding the improvement nationally. The proportion of pupils achieving 5 or more GCSE passes at grades A*-C has increased from 68 percent to 84 percent.

There have also been significant improvements in the quality of the teaching. The proportion of

unsatisfactory lessons has reduced from around one in five to around one in twenty. However, the few weaknesses that remain include those areas which were identified at the time of the last inspection, most notably in music.

Of equal importance is the fact that the many areas of strength identified at the last inspection have been sustained or improved further. These include pupils' attitudes, behaviour and attendance, the assessment of pupils attainment and the quality of leadership.

A further recommendation at the last inspection was to develop the library as a learning resource. Although some progress has been made, the quality and range of the book stock remains low for a school of this size and type. However, the school has introduced successful strategies such as the reading session to promote pupils' use of books. It is also reviewing its information strategy and sees, rightly, that enhanced access to information through the internet and other forms of information technology will have a major impact on this strategy in the future.

Overall, improvement since the last inspection has been good and the school's capacity for further improvement is very good.

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
GCSE examinations	A	A	A*	A*
A-levels/AS-levels	C	C	C	

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The attainment of pupils on entry to the school is above average. There are few pupils with special educational needs but the proportion of very able pupils is also relatively low. By the end of Key Stage 3 pupils' attainment in each of the core subjects of English, mathematics and science is well above average. In 1999, the proportion of pupils attaining at least the national expectation of level 5 was very high, 90 percent in English, and 83 percent in both mathematics and science. In 1998, girls outperformed boys significantly, but this gap was reduced in 1999 to be in line with the national average. The proportion of pupils attaining the higher level 6 also significantly exceeds national averages.

In the GCSE examinations at the end of Key Stage 4 attainment is very high. In 1999, 84 per cent of pupils achieved at least five passes at grades A* -C, as compared with 46.3 per cent nationally. This places the school within the top five percent of schools, both nationally and in comparison with similar schools. It represents a considerable improvement since the last inspection in 1995, when the already well above average proportion of 68 per cent achieved this level of success, and further improvement on 1998 when the this proportion was 70 percent. In 1999, results in most subjects, including in all the core subjects, showed improvement. Results in science were particularly outstanding, with 28 percent of pupils achieving grade A* and close to 90 percent achieving at least grade C.

At GCE Advanced level, attainment is in line with national averages. However, the school has a very open policy for admission to 'A' level courses and admits significant numbers of students from other schools. A significant proportion of 'A' level students have GCSE passes that would not normally admit them to 'A' level courses. The school gives more pupils than in other schools the opportunity to study A level courses and does well to raise their standards of attainment so that results match the national average. 'A' level results in art are particularly outstanding, with 68 percent achieving grade A in 1999; results in biology and chemistry are improving.

The standard of work seen by inspectors was very good. Written work was extensive, conscientiously completed by most pupils and was of a high standard. For instance, in English there is a very high standard of extended writing with a good range of vocabulary used by pupils at Key Stage 3. This is further extended into a very good range of creative, factual and descriptive writing at Key Stage 4 and in the Sixth Form. Pupils use information technology to produce work in a number of subjects including science, art, English and design and technology. They use a range of techniques to present work, including use of graphics, the Internet and video editing. In general, this high standard of work extends to all pupils, although a small number of less well motivated pupils produce incomplete and untidy work.

Overall, pupils' achievements at the school are well above that which might be expected from their attainment on entry. For instance, pupils with special educational needs often achieve a number of GCSE passes at grade C and above and go on to study for 'A' level. Groups of pupils who underachieve nationally, such as boys of Black Caribbean ethnicity, demonstrate high achievement in line with their peers at this school. The school has rightly set itself very demanding targets for future improvement; current performance suggests it is well-placed to achieve these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have a very high opinion of the school. They respect the staff and the ethos of the school and know they attend it to work hard.
Behaviour, in and out of classrooms	Very good. In almost all lessons there is a climate of high expectations of behaviour to which pupils respond. Out of lessons behaviour is usually excellent, especially on the upper site.
Personal development and relationships	Excellent. Pupils show respect and consideration for both other pupils and adults.
Attendance	Very good. Attendance is high, with no unauthorised absence. Factors largely outside the pupils' control sometimes affect punctuality.

Pupils have a very high opinion of the school and its staff. In particular they believe that they receive excellent individual support, that staff value them as individuals and work on their behalf beyond the normal expectation. In most lessons there is a climate of high expectations and mutual respect. Staff treat pupils as young adults and there is an atmosphere in which inappropriate behaviour is unthinkable, rather than merely unacceptable. Out of classrooms, similar behaviour prevails, especially in the upper school. In the lower school, while in general this is true, teachers exercise greater control over less mature pupils so that their attitudes develop in line with the ethos of the school. Relationships between pupils, and with their teachers, are excellent. In particular, pupils of different abilities support each other. The climate is such that individual differences are celebrated and valued as a source of strength, rather than of tension. Pupils report that any occasional incident of bullying or oppressive behaviour is dealt with quickly and effectively. There have been only two exclusions in the past year. In lessons, pupils are encouraged to take personal responsibility. A good example of many of these features is in science, where pairs of pupils of differing abilities work together to present topics to the rest of the class. They do so with confidence, skill and scientific accuracy. Pupils use their differing skills and abilities to remarkable effect and are well supported by their peers, who often applaud and congratulate those presenting the work.

These features are present because the vision and ethos of the school is clearly articulated. Pupils understand the very high standards that are expected of them and respond appropriately.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
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Very good	Very good	Excellent	Very good
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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.

Inspectors observed 73 lessons. Teaching was very good or excellent in 34 per cent of these and was at least good in 67 per cent. Teaching was satisfactory or better in 94.5 per cent of lessons seen. The 5.5 percent of unsatisfactory teaching all took place in Key Stage 3. This was concentrated in history, geography and music at Key Stage 3 and occurred when the work was dull, conducted at a slow pace and did not cater well for pupils of differing abilities. The best teaching takes place in Key Stage 4 and helps prepare pupils very effectively for their GCSE success. The quality of pupils' learning reflects that of the teaching. In the great majority of lessons they make good or very good progress. They pay attention, respond well to the teacher's instructions and questions and complete sustained work of the highest standard of which they are capable. They cooperate well and engage in sensible and sophisticated debate which contributes to the learning of all. Pupils are mostly taught in mixed ability groups. Teachers know their pupils very well, assessment is rigorous, suitable and is used effectively. In English, teaching was good at Key Stage 3 and very good at Key Stage 4 and in the Sixth Form. In mathematics, teaching was good throughout the school. In science, teaching in around three-quarters of the 14 lessons seen was very good or excellent, including in all lessons at Key Stage 4 and in the sixth form. Teaching of science in Key Stage 3 was good, and overall it was excellent. Literacy skills are taught well in a range of subjects. An appropriate start has been made on a similar approach to the development of numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Statutory requirements are met. All pupils have access to a wide curriculum
Provision for pupils with special educational needs	Excellent. The pupils make very good progress and achieve high standards.
Provision for pupils with English as an additional language	Pupils have good skills in English and cannot be identified in lessons.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral and social development is excellent. Satisfactory provision is made for cultural development.
How well the school cares for its pupils	Very good. The monitoring of pupils' academic performance and the use of such information are excellent. Other procedures are very good although the Child Protection officer has not experienced up-to-date training.

At Key Stages 3 and 4 a wide range of curricular opportunities is offered. Legal requirements are met. In particular, opportunities for pupils to develop the basic skills of literacy, numeracy and the use of information technology are very good. All pupils, whatever their background or abilities, are offered the opportunity to develop their talents to the highest levels.

The philosophy of the Sixth Form is that all pupils are capable of achieving 'A' levels. No other assessed courses are offered except resits of GCSE examinations where the classes often take place with Year 11. In general this policy is effective.

Pupils with special educational needs are supported well. In Year 10 especially, the Dove programme makes good provision for these pupils, some of whom have considerable emotional and learning needs.

There is a good range of extra-curricular provision although much is focussed on further raising pupils' standards of attainment. The Darius revision programme for Year 11 is a positive example, as

are life classes for 'A' level art students. There is a range of opportunities for competitive sport although the lack of playing fields places some restrictions on the physical education curriculum generally.

In this Catholic school detailed comment on provision for pupils' spiritual development rests rightly with the Diocesan inspection team. However, the strong ethos of the school creates a climate in which spiritual values and positive moral values are widely promoted. Opportunities for cultural development, criticised as limited in the previous inspection, to some extent remain so. Provision for personal, social and health education is good; that for careers education is satisfactory. The school has good links, including curriculum links with its feeder primary schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher. He is supported well by other key staff and the governing body.
How well the governors fulfil their responsibilities	Satisfactory. Legal requirements are met. The governing body promotes the ethos of the school well, but there is a lack of structure in some of its procedures.
The school's evaluation of its performance	Very good overall. Evaluation of performance in terms of the standards achieved by pupils is excellent.
The strategic use of resources	Very good. Recent developments in the accommodation and in resources for information technology are excellent. The school provides excellent value for money.

The headteacher is a very strong leader. He has developed a very clear vision for the school. This in turn has created an ethos which permeates all aspects of its work, creating a climate of trust in which pupils of all abilities and backgrounds are enabled to achieve the highest possible standards.

He has created a senior team which gives great support to his vision and to him personally. They carry out administrative and other duties successfully. Subject leaders are also people of high ability. They have achieved considerable success in raising standards, in particular through their detailed knowledge of pupils' potential to achieve. The work of the school is monitored closely by the senior team, but the involvement of subject leaders in monitoring of their colleagues' work is less well-developed.

The governing body fulfils its statutory duties. It meets regularly, and full and open debate takes place across the range of matters that lie within its remit. It gives good support to the management of the school and promotes the ethos successfully. The school applies the principles of best value to its own work. It understands what parents and pupils want of it, and has responded appropriately and successfully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Leadership and management of the school The expectations of hard work and achievement 	<ul style="list-style-type: none"> The range of extra-curricular activities

- | | |
|---|--|
| <ul style="list-style-type: none">• Pupils behave well• The high quality of the teaching• The school's promotion of pupils' maturity and responsibility | |
|---|--|

The inspectors agree that all those things that please parents are positive aspects of the school. The school provides a good range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. The strengths of this school are to some extent diminished by breaking them down into a series of points. Clear vision and a strong positive ethos have created an environment for learning in which all pupils are enabled to achieve the highest possible standards in their work.

Strong, visionary leadership has created a positive ethos and climate for learning

2. The headteacher has been in post for nearly twenty years. During that time, pupils' achievements have developed from modest to very high, placing the school among the top five percent in the country at GCSE. The Catholic faith is at the centre of this vision, which promotes equality of opportunity through mixed ability teaching. The curriculum is extended for more able pupils, for instance through classes for more able Year 9 pupils, but in fact similar curriculum opportunities are available to all, for instance through the Darius revision programme in Year 11 and through extra-curricular life classes for 'A' level art students.
3. The headteacher is supported by a strong senior management team which carries out much of the day-to-day management of the school. The team includes effective Key Stage leaders and a coordinator for an effective programme of professional development which has enhanced the quality of teaching. Monitoring of the quality of teaching is carried out mainly by this team. Subject leaders, although effective, have more limited responsibility for monitoring. The governing body supports the management of the school well, in particular there is a shared ethos and common purpose which has contributed to the high standards achieved by pupils. There is a high level of trust based on long-standing relationships. However, there are few governors with specific responsibilities and its meetings are long.
4. The headteacher acknowledges pupils' birthdays and gives a range of rewards and encouragement for academic success and good progress. Wherever possible, sanctions are avoided during the first six months of a pupil's career at the school. Among older pupils, sanctions are designed to avoid exclusion and may in fact mean spending more time in school, either during training days or even in the school holidays.
5. Pupils' special educational needs are acknowledged and supported from a perspective that with this support they can achieve as highly as other pupils. Many do so. The ethos also promotes high achievement regardless of ethnicity or social or economic background. Its success is measured by the fact that all groups achieve equally well, and are treated with equal respect by their teachers and their peers.
6. The headteacher has cultivated and nurtured very good relationships with parents. They think highly of him. Information provided by the school is of high quality, for instance the prospectus is called the 'Parents' Handbook' and is issued to all parents annually. It contains a fuller range of information than the standard prospectus. Parents are consulted on matters relating to their child's education, and on wider issues of policy.

Very good teaching promotes high standards

7. Most teaching promotes high standards by creating a climate for learning in which pupils are challenged and supported by work that places considerable demands on them. Assessment is very good and is used well to plan work for individuals and groups. Pupils, including those with special educational needs and with English as an additional language, know what they are capable of and respond appropriately.
8. Teachers have very high expectations of their pupils. In a Year 7 science lesson on the structure and function of the parts of flowering plants, the teacher established a sophisticated understanding of the function of each part through skilful questioning, drawing parallels with previous work on animal reproduction. She also made links with learning from the primary school, drawing on the Key Stage 2 science programme. Written work is a strength of the school. Much work is extensive and of a very high standard, especially at GCSE. It is carefully marked and it is clear to pupils that teachers value their work.

9. Another strength of teaching is teachers' ability to create an environment in which pupils feel valued and can thrive. In art the rooms have an atmosphere where creative thinking is encouraged through the use of displayed work, house plants and music. Teachers provide excellent individual support to pupils in developing their skills and techniques, for instance in a Year 9 lesson where pupils were designing motifs for jeans.
10. Teachers can also make relatively dry topics interesting. In a Year 9 mathematics lesson in which pupils were revising statistics, the teacher varied the activities and the pace at which the lesson was conducted. He successfully maintained pupils' interest and motivation. This is especially important in this school where lessons are long.
11. Planning of work is also a strength. In science the modular courses are carefully planned so that references are frequently made to learning in other modules and the development of pupils' knowledge and understanding of science is made clear to them. For instance a Year 11 revision lesson on radiation covered both light and radioactivity, so that links between the various forms of radiation were made clear.
12. The teaching of the basic skills of literacy, the use of IT and, to a lesser extent, numeracy are built into the teaching of most subjects. Techniques such as reading aloud and presentation to the whole class are used well. In the use of IT in science, for example, Year 7 pupils conducted research on famous scientists in pairs and used their information to construct and interrogate a database on the computer.
13. Much of the success comes from the pragmatic approach to planning and curriculum development, where new initiatives are introduced on a pilot basis, evaluated and adapted and when successful are incorporated into the curriculum for all pupils.

Pupils' positive attitudes and behaviour promote high standards

14. Pupils have very good attitudes to the school. Although some have long and difficult journeys, attendance is high. They respond well to the calm and caring atmosphere of the school. They in turn care for it well – there is no litter. Sixth form common rooms, for instance, are well cared for and are generally used for quiet study. Movement around the site is generally orderly and calm, although in the lower school it can occasionally be boisterous. Pupils treat staff with respect, for instance in a Year 13 assembly there was a very orderly atmosphere, with absolute silence when the teacher called for it.
15. In lessons, the atmosphere is one of expectation of work. Relationships are excellent. In a physical education lesson where 24 boys were playing badminton pupils were keen, they concentrated and did not waste time in disagreements. In particular, and this is a notable feature of many lessons, the more able supported the less talented and did not criticise or make fun.
16. Pupils report that there is little bullying in the school. When it occurs, it is dealt with promptly and effectively. The headteacher takes a personal interest. There are many support structures, often linked to the school's Catholic ethos. These include chaplains and teaching staff called 'Good Pastors' who support small groups of pupils who might otherwise cause problems. Close contact is maintained with parents on such issues.
17. Extra-curricular activities are supported well. Attendance at 'Darius' revision sessions for Year 11 pupils was high. A life class for 'A' level art students was attended by 30 students, although the class did not finish until 6.00 pm.

WHAT COULD BE IMPROVED

Improve teaching in humanities and music in Key Stage 3

18. Although teaching has improved considerably since the last inspection, some areas of weakness

remain. In some history and geography lessons at Key Stage 3, work is tedious and undemanding; it does not cater for the needs of pupils of differing abilities. Pupils sometimes spend significant parts of long lessons copying from books or from the board. As a result they become bored and restless, often largely ignoring the teacher.

19. In some lessons in music similar features are found, also coupled with lower expectations than are usually the case in the school, for instance a teacher showed surprise when a Year 9 boy recognised Tchaikovsky as a nineteenth century composer.
20. The impact of this weaker teaching on the curriculum is that pupils do not generally choose these subjects for GCSE or 'A' level, although those that do so experience better teaching and achieve well at both levels.

Enable subject leaders to take a more active part in the monitoring and improvement of teaching and learning

21. Subject leaders are a dynamic and able group of staff. They have contributed significantly to raising standards through careful monitoring of pupils' progress and subsequent planning to meet the needs of pupils. The high standards achieved by all pupils are testimony to their success.
22. Monitoring of teaching and learning is carried out by senior staff. However, the school is large and demands on their time are considerable. Subject leaders do not, as a matter of routine, monitor their colleagues' work. This has led to some variation in pupils' experience in some subjects, such as geography and history in the lower school.
23. The limited amount of formal monitoring also means that staff have restricted opportunities to share in their success and a limited understanding of the quality of their teaching in relation to others, both within and outside the school. As staff in a Beacon School, it is important that they gain this understanding in order to impart their skills to others.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. These points for improvement should be seen in the context of the school's many strengths. They are further development of work that has improved since the last inspection.

Improve the teaching in history, geography and music at Key Stage 3 by

- ensuring that work is planned to meet the needs of all pupils

- ensuring that a variety of interesting and challenging activities is used to maintain pupils' motivation and interest throughout the relatively long lessons.
- ensuring that the high expectations of the pupils demonstrated by the vast majority of teachers are extended to all.

Enable subject leaders to monitor and improve the quality of teaching and learning in their subjects by:

- observing the work of other teachers in the department
- building on the good relationships and departmental expertise to share effective practice
- discussion with pupils and the routine scrutiny of their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.8	26.0	32.9	28.8	4.1	1.4	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	1184	506
Number of full-time pupils eligible for free school meals	87	16

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	2	0
Number of pupils on the school's special educational needs register	154	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	166

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	per cent
School data	6.2
National comparative data	7.9

Unauthorised absence	per cent
School data	0.0
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	118	118	236

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	102	101	100
	Girls	110	94	95
	Total	212	195	195
Percentage of pupils at NC level 5 or above	School	90 (86)	83 (76)	83 (69)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	41 (51)	61 (57)	45 (37)
	National	28 (34)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	95	96	102
	Girls	108	81	101
	Total	203	177	203
Percentage of pupils at NC level 5 or above	School	86 (61)	75 (64)	86 (61)
	National	64 (65)	64 (60)	60 (56)
Percentage of pupils at NC level 6 or above	School	41 (30)	53 (37)	48 (30)
	National	31 (35)	37 (36)	28 (27)

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
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Number of 15 year olds on roll in January of the latest reporting year	1999	115	106	221
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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	94	115	115
	Girls	91	105	105
	Total	185	220	220
Percentage of pupils achieving the standard specified	School	84 (61)	100 (100)	100 (100)
	National	46.3 (44.6)	90.7 (90.7)	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	49 (45.7)
	National	37.8 (36.8)

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

Vocational qualifications	Number	per cent success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	n/a

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	119	171	290

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	15.4	15.7	15.6	3.3	2.7	2.9
National	17.7	18.1	17.9	2.7	2.8	2.8

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

Vocational qualifications	Number	per cent 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	0
	National	n/a

International Baccalaureate	Number	per cent success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0
	National	82.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	58
Black – African heritage	66
Black – other	36
Indian	35
Pakistani	10
Bangladeshi	3
Chinese	22
White	1406
Any other minority ethnic group	23

Teachers and classes**Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	91.1
Number of pupils per qualified teacher	18.5

FTE means full-time equivalent.

Education support staff: : Y7 – Y13

Total number of education support staff	21
Total aggregate hours worked per week	575

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	68.6
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Average teaching group size: : Y7 – Y13

Key Stage 2	n/a
Key Stage 3	28.1
Key Stage 4	21.5

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	0	2
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/99
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	£
Total income	4407837
Total expenditure	4479579
Expenditure per pupil	2654
Balance brought forward from previous year	150619
Balance carried forward to next year	78877

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1688
Number of questionnaires returned	847

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50.1	41.5	6.0	0.2	2.4
My child is making good progress in school.	51.0	39.6	7.2	0.1	2.2
Behaviour in the school is good.	51.9	40.8	4.9	0.0	2.5
My child gets the right amount of work to do at home.	47.6	44.8	6.0	1.6	1.7
The teaching is good.	50.1	42.7	3.2	1.1	2.7
I am kept well informed about how my child is getting on.	55.3	35.1	7.3	0.1	2.5
I would feel comfortable about approaching the school with questions or a problem.	58.2	34.6	4.7	1.3	1.4
The school expects my child to work hard and achieve his or her best.	70.2	24.1	4.2	0.0	1.8
The school works closely with parents.	53.0	38.5	5.0	1.1	2.2
The school is well led and managed.	65.3	27.3	3.5	1.2	2.8
The school is helping my child become mature and responsible.	53.8	38.0	5.6	0.0	2.7
The school provides an interesting range of activities outside lessons.	36.5	45.9	9.4	1.5	7.0