

INSPECTION REPORT

THE HUMBERSTON SCHOOL

Humberston Avenue, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118101

Headteacher: Mr W A Cormack

Reporting inspector: Edward Wheatley
10013

Dates of inspection: 8th – 11th May 2000

Inspection number: 186506

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 – 16
Gender of pupils:	Mixed
School address:	Humberston Avenue Grimsby North East Lincolnshire
Postcode:	DN36 4TF
Telephone number:	(01472) 319990
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Clayton
Date of previous inspection:	21 st January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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WHAT THE SCHOOL DOES WELL **10 - 12**

Standards of attainment are well above the national average and the average for pupils in similar schools.

Teaching is good overall and in about one fifth of lessons it is very good.

The leadership of the headteacher, senior staff and heads of departments is very good and provides clear direction for maintaining and raising standards

The outstanding relationships between teachers and pupils play a significant part in encouraging high expectations and promoting pupils to take responsibility for their own learning.

Pupils have very positive attitudes to school. Their attendance at school is very good and they behave very well at all times.

The provision for pupils with special educational needs is good and the school has made considerable effort to ensure that the accommodation for these pupils meets their needs.

Provision for the moral and social development of pupils is very good.

The careers and continuing education advice and support the school provides is outstanding.

Parents are very supportive of the school's work and raise significant funds to purchase resources.

The commitment of governors to maintaining the high quality of education provided by the school is high.

WHAT COULD BE IMPROVED

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There are some inconsistencies in providing challenging work for all higher attaining pupils.

There are no systematic procedures to share the most successful teaching skills amongst all staff.

Governors' skills in evaluating the work of the school are underdeveloped.

Long term priorities for school development are not shared sufficiently well with all staff and governors.

There are insufficient opportunities for pupils to find out about the diversity of cultures in contemporary Britain.

Procedures for recording and monitoring authorised absence are imprecise.

The accommodation for physical education is unsatisfactory and has not improved since the last inspection.

Statutory requirements to provide a broadly Christian daily act of worship are not met.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Humberston School is set in its own spacious grounds in the village of Humberston on the outskirts of Cleethorpes. There are 728 boys and girls in the school, aged from 11 to 16 years, which is below average for this type of school. The size of the school population changes little from year to year. The great majority of pupils are of white United Kingdom background and two pupils have English as an additional language which is well below average. Only 5.4 per cent of pupils are entitled to free school meals which is well below average. There are 10.7 per cent of pupils on the school's register of special educational needs, which is well below average. Two per cent of pupils, including six pupils with physical disabilities, have statements of special need, which is close to average. The attainment of pupils on entry to the school is above average in English, mathematics and science.

HOW GOOD THE SCHOOL IS

This is a successful, popular school which continues to improve. Outstanding relationships between teachers and pupils underpin the success of pupils. Sensitive and perceptive leadership by the headteacher plays an important part in providing clear direction to staff and governors for continued efforts to raise standards. Staff are well supported in their work. Examination results are well above average and the school provides good value for money.

What the school does well

- Standards of attainment are well above the national average and the average for pupils in similar schools.
- Teaching is good overall and in about one fifth of lessons it is very good.
- The leadership of the headteacher, senior staff and middle management team is very good and provides clear direction for maintaining and raising standards.
- The outstanding relationships between teachers and pupils play a significant part in encouraging high expectations and promoting pupils to take responsibility for their own learning.
- Pupils have very positive attitudes to school. Their attendance at school is very good and they behave very well at all times.
- The provision for pupils with special educational needs is good and the school has made considerable effort to ensure that the accommodation for these pupils meets their needs.
- Provision for the moral and social development of pupils is very good.
- The careers and continuing education advice and support the school provides are outstanding.
- Parents are very supportive of the school's work and raise significant funds to purchase resources.
- The commitment of governors to maintaining the high quality of education provided by the school is high.

What could be improved

- There are some inconsistencies in providing challenging work for all higher attaining pupils.
- There are no systematic procedures to share the most successful teaching skills amongst all staff.
- Governors' skills in evaluating the work of the school are underdeveloped.
- Long term priorities for school development are not shared sufficiently well with all staff and governors.
- There are insufficient opportunities for pupils to find out about the diversity of cultures in contemporary Britain and elsewhere.
- The indoor accommodation for physical education is unsatisfactory, has not improved since the last inspection and is adversely affecting the standards of work achieved.
- Procedures for recording and monitoring authorised absence are imprecise.
- Statutory requirements to provide a broadly Christian daily act of worship are not met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress overall in the issues raised at the last inspection in January 1996. There has been good progress in improving provision for teaching information technology and the school's own plans are well advanced to continue improvements. Assessment information is used effectively to plan teaching and to provide more informative reports for parents. The time allocated for music at Key Stage 3 and religious education at Key Stage 4 is now sufficient to meet the requirements of the National Curriculum. Strategic planning is sound overall and the procedures to evaluate the work of the school are satisfactory. Nevertheless, priorities for development are not shared effectively with staff and governors recognise the need to be more involved in evaluating the work of the school. The school has worked hard to improve the indoor accommodation for physical education, but there has been no improvement since the last inspection and standards attained are limited. The school still does not provide a daily act of collective worship.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	A	A	A	A	well above average A above average B average C below average D well below average E

The attainment of pupils in end of Key Stage 3 National Curriculum tests in 1999 was well above the national averages in English, mathematics and science and continues the trend of previous years. Pupils performed well above the average of pupils in similar schools. In the GCSE examinations in 1999 the proportion of pupils obtaining five or more A*-C grades was well above the national average and well above the average of similar schools. The average points scored by pupils in GCSE examinations was well above average and has improved at a faster rate than that seen nationally. The school exceeded its 1999 target for pupils obtaining five or more A*-C grades at GCSE and met its target for the average points scored by pupils.

Standards seen in English are very high. Pupils have good speaking and listening skills and the school has worked hard to ensure that boys' skills match those of girls. Pupils use a wide range of writing styles skilfully and confidently. Their appreciation and analysis of poetry are very good. Standards in mathematics are very high. Pupils have a very good grasp of statistical methods, a good knowledge of the properties of two and three dimensional shapes and many solve complex equations extremely well. In science, pupils have good investigation skills and collect, present and interpret numerical data well. By the end of Key Stage 4, pupils' knowledge and understanding of science are well above average. Pupils' literacy and numeracy skills are generally good and are used extensively in all subjects, with a significant impact on the standards attained. Information technology skills are well developed and are reinforced through work done in most subjects.

On occasion, the needs of some higher attaining pupils are not fully met. This is sometimes because there are not sufficient opportunities for pupils to work independently and sometimes because extension work is not challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Extremely good. Pupils have a very positive approach to work and all activities provided by the school. They hold the school in high esteem.
Behaviour, in and out of classrooms	Invariably very good. Pupils work responsibly unsupervised and move round school sensibly, with consideration for the buildings and other people.
Personal development and relationships	Personal development is outstanding. Relationships between pupils and between pupils and adults are excellent and make a significant impact on learning and the responsible attitudes pupils adopt to school.
Attendance	Very good. Pupils make every effort to be punctual to school and lessons.

TEACHING AND LEARNING

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

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

Teaching is good overall and never less than satisfactory. In about two thirds of lessons teaching is good or better and in about one fifth of lessons teaching is very good. Teaching has improved since the last inspection. Teaching in English and mathematics reflects the overall picture; in science all teaching is good or very good. Teachers' subject knowledge is good and they set challenging work; this has a positive effect on pupils' learning. In the great majority of lessons, teachers ensure pupils develop appropriate skills to talk and write about what they learn. Numeracy skills are reinforced through science, design and technology and information technology lessons. The management of pupils, and especially the good relationships teachers establish in lessons and around school, has a significant effect on the responsible way pupils tackle work and learn. The organisation of classes to meet pupils' learning needs and to minimise the potential disruption by a small number of pupils is particularly effective and arises from the good knowledge teachers have of pupils. The pace of lessons is very good; lessons start promptly and teachers maintain a good rate of learning through well planned and prepared materials. Teaching methods are generally broad and provide opportunities for pupils of differing levels of attainment. However, in a very small proportion of lessons, teaching methods do not enable the highest attaining pupils to work at a rate suited to their needs, or do not provide more challenging work but only more of the same level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good, with opportunities for pupils to study three languages, drama and a wide range of choices within technology. There is generally sufficient time for all subjects, although in single physical education lessons some teaching time is lost while pupils change into appropriate clothes. There is insufficient time at Key Stage 4 to cover the subject in enough depth.
Provision for pupils with special educational needs	Provision is good. The school has made good use of its own resources and spent considerable sums from its funds to provide suitable accommodation for pupils with physical disabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for moral and social development is very good. Spiritual and cultural provision is generally satisfactory. Cultural provision is satisfactory overall, with pupils being provided with many opportunities to develop an understanding of their own culture. However, there are too few opportunities for pupils to develop an awareness of the wide range of cultures now met in Britain or elsewhere.
How well the school cares for its pupils	The school takes good care of its pupils. The school has an effective behaviour policy and has established an ethos in which pupils respect and care for each other. Personal and academic progress is well monitored and pupils are offered excellent support and advice when planning their continuing education or employment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, senior staff and middle management team give a very clear direction for the work needed to maintain and continue to raise standards of attainment.
How well the governors fulfil their responsibilities	Governors carry out their responsibilities well and share the views of the staff in the direction of work needed to raise standards. However, statutory requirements for collective worship are not met.
The school's evaluation of its performance	Teaching is not evaluated rigorously in order to identify and share the very good practice seen in many lessons. The governing body is not fully involved in evaluating the work of the school.
The strategic use of resources	Very good overall. The school uses its resources well and is in the early stages of evaluating the relevance of its central library stock. The school monitors the use of its financial resources effectively and consistently seeks to obtain good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Pupils make good progress in their work. • Teaching is good and the school has high expectations of pupils. • The school is well managed and led. • The majority of parents believe the school provides the right amount of homework. • Parents are kept well informed about their children's progress. • The school deals with parents' concerns effectively. • The behaviour of pupils in school is good and the school provides the right environment in which children can mature and take on responsibilities. • The school works closely with parents. • The school provides a wide range of extra-curricular activities. 	<ul style="list-style-type: none"> • A small proportion of parents think that the school does not provide the right amount of homework.

The inspection team agreed with the strengths that parents identified and found that the amount of homework was generally appropriate to support work done in school and to encourage pupils to work independently.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are well above the national average and the average for pupils in similar schools.

1. Pupils enter the school with standards of attainment that are above average. By the end of Key Stage 3 their levels of attainment have risen to well above average. This level of attainment is maintained through to GCSE where many pupils exceed expectations based on end of Key Stage 3 National Curriculum test results and achieve very highly compared with national averages. Compared with similar schools, the performance of pupils in Key Stage 3 national tests and in GCSE examinations is well above average. Evidence from the inspection shows that pupils' attainment is generally well above average throughout the school in English, mathematics and science. In English, for example, pupils' appreciation of poetry is good and their analysis of the works of Roger McGough and Wilfred Owen is very good. In mathematics, pupils use the terminology and mathematical procedures of statistics skilfully, they solve complex equations well and use equations for finding the volumes of different shapes extremely well.

Teaching is good overall and in about one fifth of lessons it is very good.

2. Teaching is good overall and is never less than satisfactory. In about two thirds of lessons teaching is good or better and in about one fifth of lessons teaching is very good. The significant strengths are the pace of lessons which is linked to careful preparation and planning and which ensures pupils learn a lot in what are sometimes short lessons. The way teachers manage pupils and, in particular, the relationships they establish are extremely good and lead to a classroom atmosphere which encourages pupils to ask for help and to work independently. Teachers' subject knowledge is good and teachers encourage pupils to explain and write about their knowledge and understanding well. Most teachers use a wide range of teaching methods well. For example, in some mathematics lessons, small group work is used very effectively to help pupils develop their understanding of ratios and in science lessons questioning is used extremely skilfully to help pupils preparing for GCSE to reinforce their understanding of carbon chemistry. However, the sharing of very good practice is not firmly established.

The leadership of the headteacher, senior staff and heads of departments is very good and provides clear direction for maintaining and raising standards.

3. The headteacher provides very good leadership and effectively involves senior staff and heads of departments in the decision-making processes in school. Between them, they provide clear direction for maintaining and raising standards. The relationships, levels of consultation and decision-making processes are extremely good and provide a framework in which all staff feel involved in the effective running of the school. Staff generally have a good understanding of what the long term aims of the school are, although they express them differently because there is no formal documentation of long-term priorities.

The outstanding relationships between teachers and pupils play a significant part in encouraging high expectations and promoting pupils to take responsibility for their own learning.

4. Outstanding relationships between all pupils and adults in the school have been established. At all levels there is respect and consideration for personal opinions and beliefs and this plays an important part in the sensitivity shown in lessons by teachers for pupils and pupils for each other. This very positive atmosphere enables pupils to learn effectively, for teachers to challenge pupils and for pupils to respond enthusiastically, even though they know there is the risk of not always meeting the challenge.

Pupils have very positive attitudes to school. Their attendance at school is very good

and they behave very well at all times.

5. Attendance at school is very good and pupils make a genuine effort to be in school on time and to arrive at lessons punctually, even though distances between the different blocks in the school sometimes make this difficult. Parents work hard too to ensure that pupils are in school and support the school's efforts to maintain a high level of attendance. Around school, pupils behave very well. There are several narrow corridors and doorways which are used heavily between lessons and pupils are considerate in the way they move through these. In lessons, pupils also behave very well, concentrate well on their work and take great pride in completing work to a high standard. They work well together when required, sharing ideas and discussing their work. Pupils show consideration for others and in particular for physically handicapped pupils and pupils with learning difficulties.

The provision for pupils with special educational needs is good and the school has made considerable effort to ensure that the accommodation for these pupils meets their needs.

6. There is a high level of support from specialist staff for pupils with special educational needs. Special needs work is well integrated into the life of the school and teachers are well prepared to help pupils with special educational needs in their lessons. The school has a number of pupils with physical disabilities and has invested a considerable amount of its funds in improving accommodation so that these pupils have access to all parts of the school.

Provision for the moral and social development of pupils is very good.

7. The headteacher and all staff have extremely high expectations of how pupils should behave and respond to the school's educational provision and also set high standards in the example of hard work, respect and consideration that they provide. Consequently, pupils have highly developed moral values, respecting and tolerating the values and beliefs of other pupils. Teachers and pupils get on well together and this enhances the wide range of sporting and cultural activities the school provides.

The careers and continuing education advice and support the school provides is outstanding.

8. The careers and continuing educational guidance provided by the school is extremely good and is the result of the school establishing excellent links with the local careers advisory service and of having good local knowledge of employment, training and education opportunities. There are very effective links with local businesses, industries and commercial organisations. The school monitors the work experience pupils undertake effectively and has very good links with the local sixth form college and further education institutions.

Parents are very supportive of the school's work and raise significant funds to purchase resources.

9. Parents are appreciative and supportive of the school's work. They respond well to the school's efforts to support pupils who are absent through illness or who experience problems in school. They support school activities and raise money for further resources to help the school in its work.

The commitment of governors to maintaining the high quality of education provided by the school is high.

10. Governors provide a high level of support for the headteacher and staff of the school. Their links with the school are good and are developing well, with a deliberate focus on helping the school and staff. They recognise the need to evaluate the work of the school and are exploring ways in which they can do that more effectively.

WHAT COULD BE IMPROVED

There are some inconsistencies in providing challenging work for all higher attaining pupils.

11. In the majority of lessons there is a wide range of teaching styles which provide challenging work for all pupils. However, in a few classes, often where there are higher attaining pupils, teachers do not consistently provide sufficient opportunities for the highest attaining pupils to become involved in independent work which would stretch them further. In other lessons, higher attaining pupils are often given more work to do, but it is often work of the same kind which does not extend pupils beyond the point they have reached.

There are no systematic procedures to share the most successful teaching skills amongst all staff.

12. Very good teaching takes place in a significant proportion of lessons. In these lessons there is, for example, very effective use of small group discussions to explore and develop pupils' understanding of new ideas and discussion and questioning of a very high level enabling pupils to reinforce earlier learning and to acquire new knowledge effectively. However, these high quality teaching skills are not effectively shared and, although some staff are aware that they take place there has been no systematic observation and identification of how teachers use them to such good effect. There is some sharing of good practice, but it is not well established or valued as a means of raising the quality of teaching overall.

Governors' skills in evaluating the work of the school are underdeveloped.

13. Governors support the school in its work and their knowledge of what happens in and around school is improving, with increasing links with subject areas, for example, through observing lessons. They do not, however, make effective links with departments to find out how they plan developments, or to see how subject development relates to school development. Governors are not fully involved in evaluating the work of the school and in helping to provide targets for development. Nevertheless, some of the governors are aware of the need to become more involved in this area so that they can provide more effective support and encouragement for the school.

Long term priorities for school development are not shared sufficiently well with all staff and governors.

14. The school does not have a long-term development plan in a form that ensures that all staff have a similar understanding of what the focus of future priorities is. There are very effective oral communications and for the most part this means that there is a shared understanding of the school's priorities, but this is not secure. Short and medium term plans are sufficiently detailed to guide staff and are regularly updated to make sure that the successes and next steps for development are identified. Long term objectives that would aid the school's long term strategic financial planning are not sufficiently well detailed.

There are insufficient opportunities for pupils to find out about the diversity of cultures in contemporary Britain and elsewhere.

15. The pupils are almost entirely from similar white United Kingdom backgrounds and live in an area where they do not meet the richness of other ethnic groups of people. They learn a great deal about their own culture, but too little about other cultures to prepare them for living in a multicultural society. There is evidence of some work in this area but, overall, insufficient to meet the anticipated needs of pupils when they leave school.

The accommodation for physical education is unsatisfactory and has not improved since the last inspection.

16. At the last inspection, the indoor accommodation for physical education was identified as unsatisfactory. The accommodation is unchanged and it results in lower levels of performance than expected in those elements of the subject requiring indoor facilities. The school has worked hard with the local education authority, and other organisations, but with little effect.

Procedures for recording and monitoring authorised absence are imprecise.

17. The school does not keep accurate records of the reasons for pupils' absence so that it can be more effective in working with pupils and families to reduce absence further.

Statutory requirements to provide a broadly Christian daily act of worship are not met.

18. The school does not provide a daily act of collective worship and there has been no improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. This is a good school in which the level of communication and quality of relationships between all staff are outstanding. There is a broadly agreed view of how the school should develop and the staff and governors know where the strengths and weaknesses are. There is on-going development in most of the issues raised and the school is well positioned to continue with its good work.

The school must now:

- a. provide challenging work for all pupils by ensuring:
 - that there are opportunities for all pupils to work independently;
 - extension work for higher attaining pupils is more demanding (paragraph 11);
- b. share the very good teaching skills seen during the inspection by establishing systematic procedures to:
 - observe teaching and identify very effective practice;
 - provide regular opportunities for staff to share their teaching skills (paragraph 12);
- c. provide opportunities for governors to gain the skills they have identified as necessary to play their part in evaluating the work of the school (paragraph 13);
- d. establish procedures to ensure that the long-term priorities for the school's development are shared effectively with all staff (paragraph 14);
- e. provide planned opportunities for pupils to learn about the diversity of cultures in contemporary Britain and elsewhere (paragraph 15);
- f. raise standards in physical education by continuing to explore with the local education authority ways of improving the indoor accommodation for physical education (paragraph 16);
- g. improve the procedures for recording and monitoring authorised absence by giving precise information about the reasons for pupils' absences (paragraph 17); and
- h. ensure that statutory requirements to provide a daily act of collective worship are met (paragraph 18).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	45	33	0	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
Number of pupils on the school's roll	728
Number of full-time pupils eligible for free school meals	39

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	78

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	19
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	6.7
National comparative data	7.9

Unauthorised absence	%
School data	0.1
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	82	70	152

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	60	67	64
	Girls	62	49	52
	Total	122	116	116
Percentage of pupils at NC level 5 or above	School	80 (72)	76 (81)	76 (62)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	38 (37)	58 (55)	36 (31)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	46	68	64
	Girls	59	56	54
	Total	105	124	118
Percentage of pupils at NC level 5 or above	School	70 (64)	82 (77)	78 (66)
	National	64 (61)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	39 (32)	62 (51)	39 (38)
	National	31 (30)	37 (37)	28 (30)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	58	80	138

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	32	56	57
	Girls	58	80	80
	Total	90	136	137
Percentage of pupils achieving the standard specified	School	65 (64)	99 (99)	99 (n/a)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (n/a)

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

GCSE results		GCSE point score
Average point score per pupil	School	46 (46)
	National	37.8 (36.8)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	7
White	716
Any other minority ethnic group	1

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	38	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)	40.125
Number of pupils per qualified teacher	18.1

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	16
Total aggregate hours worked per week	392.5

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	80.3
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Average teaching group size: Y7 – Y11

Key Stage 3	23.4
Key Stage 4	20.9

Financial information

Financial year	1998/99
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	£
Total income	1 643 567
Total expenditure	1 596 548
Expenditure per pupil	2 242
Balance brought forward from previous year	10 373
Balance carried forward to next year	57 392

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	728
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	3	0	1
My child is making good progress in school.	51	46	2	0	2
Behaviour in the school is good.	41	55	1	2	2
My child gets the right amount of work to do at home.	28	55	11	5	1
The teaching is good.	47	48	2	0	2
I am kept well informed about how my child is getting on.	32	56	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	2	2	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	39	51	6	2	2
The school is well led and managed.	68	27	1	0	4
The school is helping my child become mature and responsible.	48	44	3	2	3
The school provides an interesting range of activities outside lessons.	40	45	4	1	10