

INSPECTION REPORT

**The English Martyrs School and Sixth Form
College**

Catcote Road, Hartlepool, TS25 4HA

LEA area: Hartlepool

Unique reference number: 111756

Headteacher: Joseph Hughes

Reporting inspector: Bernard Jones
18642

Dates of inspection: 01/02/00 - 03/02/00

Inspection number: 186524

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:	Catcote Road Hartlepool Cleveland
Postcode:	TS25 4HA
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. Fr E Croghan
Date of previous inspection:	08/01/96 - 12/01/96

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	1407, larger than other schools of this type.
Pupils with English as an additional language:	0.1%, well below the national average.
Pupils entitled to free school meals:	20%, broadly in line with the national average
Pupils on the register of special educational needs:	13%, below the national average.
Average number of pupils per teacher:	17.1:1, broadly average.
The attainment of pupils on entry at age 11 is average.	

HOW GOOD THE SCHOOL IS

English Martyrs is a very effective school. It has improved by a good degree since the last inspection. The leadership and management in the school are strong and there is a very clear view of the direction the school should take. The good standard of teaching has a positive impact on students' learning. Most students make very good progress in response to teaching which is demanding, achievement being valued and the very positive ethos which has been created. The school has systems and strategies in place to ensure that it is in a good position to maintain its rate of improvement. The school is well-organised and managed, and provides very good value for money. Sixth form provision is very cost-effective. Overall, the school's strengths far outweigh its few weaknesses.

What the school does well

- There is very good leadership provided by the headteacher, which provides a clear direction in raising standards.
- Most students achieve high standards of attainment at Key Stages 3 and 4 and in the sixth form.
- Good enthusiastic teaching is a key feature of the majority of lessons, leading to good quality learning.
- Pupils show very positive attitudes towards their work. They are keen to do well, and they behave very well.
- There is a very good curriculum in place. It meets the needs of students of all levels of attainment, including the gifted and talented students and promotes students' personal development very effectively.
- There is a very strong ethos that has a positive influence upon all of the activities in the school.

What could be improved

- The provision for information and communication technology in many subject areas and classrooms.
- The formal evaluation of aspects of teaching.
- Long term planning and the precision of planning at whole school and departmental levels.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of students at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The standards that students obtain have improved significantly since the last inspection in February 1996. Improvements in teaching have ensured that standards have risen throughout the school and are now consistently above the national average. GCSE results have increased at a faster rate than nationally, sixth form provision is good and GCE A-level results are well above the national average. The school's support for gifted and talented students is a strength. The school has responded positively to the key issues identified in the last inspection although there is still some work needed to fully meet the recommendations relating to improving the provision of information and communication technology (ICT) and improving the school development plan. The headteacher, with good support from the governing body and the staff of the school, has put into place effective systems and strategies to ensure the maintenance of high standards. The school has good capacity and commitment to improve further.

STANDARDS

The table shows the standards achieved by 14, 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Key Stage 3 tests	A	B	B	A
GCSE examinations	C	B	A	A*
A-levels/AS-levels	C	A	A	N/A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Results in the national tests for 14 year olds have been consistently above the national average since 1996 for both boys and girls and have shown a trend broadly in line with the national trend. Compared with similar schools, the 1999 results were well above average in English, mathematics and science.

In the 1999 GCSE examinations, students' results were well above the national average and very high compared with similar schools. The school set challenging targets for the proportion of students obtaining five or more passes at grades A*-C and A*-G and exceeded these targets. GCSE results have improved significantly since the previous inspection and the school is justly proud of its success in the 1999 examinations. Based upon the last three years, results were above the national average and showed a rate in improvement above the national trend. The small proportion of students leaving with no examination grades is an area that has been addressed and progress has been made to provide a more suitable curriculum that will better meet the needs of lower attaining students.

In the sixth form, standards of attainment in the GNVQ courses are satisfactory. Results in the GCE A-level courses are well above the national average, with the majority of subjects attaining a 100 per cent pass rate. There were some outstanding individual results gained by gifted and talented students, for example in mathematics, where in 1999 two students

obtained amongst the highest marks awarded nationally.

STUDENTS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning which help them achieve high standards. Most students show an enthusiasm and keenness to learn and improve.
Behaviour, in and out of classrooms	Students behave very well, but the incidence of exclusion is higher than average because the school takes a strong approach to maintaining discipline.
Personal development and relationships	Students' personal development is excellent. They show a mature approach to their work and accept responsibilities willingly. Relationships between students and with their teachers represent a strength of the school.
Attendance	Students' attendance is above average and the incidence of unauthorised absence is below average.

Students enjoy attending the school, have a very high opinion of the school and they speak highly of their teachers. There is a very positive ethos to the school. This is marked by a commitment to high standards and a celebration of students' achievements across a wide range of activities.

TEACHING AND LEARNING

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

Teachers maintain high expectations of students' behaviour and responses. They plan carefully to provide challenging lessons. This ensures the very good progress made by students and makes a very positive impact upon the quality of learning experienced by students of all levels of attainment. The quality of teaching at Key Stages 3 and 4 is at least satisfactory in nearly 100 per cent of lessons, good or better in around 80 per cent, and in Key Stage 3 in particular, there is a high proportion of very good teaching, amounting to around 50 per cent. Where the teaching is unsatisfactory, this is the result of inadequate planning and slow pace, resulting in students showing a lack of interest in the work. The quality of teaching in the sixth form is consistently good, with around 60 per cent of very good teaching taking place, along with some teaching of the highest quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a very good curriculum that is broad and balanced and is enriched by very good extra-curricular provision. Provision for students in the sixth form is very good.
Provision for pupils with special educational needs	The school operates an inclusive policy towards special educational needs and makes good provision. The curriculum is well organised to meet the needs of these students, including modifying the curriculum to more closely match the needs of individuals in Key Stage 4.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is excellent overall provision. Students' spiritual, moral, social and cultural development is excellent and has a strong impact upon pupils and the life of the school. This represents a major strength of the school.
How well the school cares for its pupils	Standards of care are high. This is a caring school where staff know the students well.

The school has a very good curriculum that is broad and balanced and meets statutory requirements. The school has a particular strength in the area of creative arts which is recognised by the recent award of Arts College status. Students make excellent progress in their personal development. The sixth form curriculum offers a very good range of GCE A-level subjects, complemented by satisfactory provision of GNVQ subjects. The use of ICT is not yet sufficiently developed across the curriculum at Key Stage 4. Standards of care are high, and the school makes very good provision for safeguarding the health and welfare of its students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is fully committed to raising standards in the school. He is very well supported by other members of the senior management team and the staff.
How well the governors fulfil their responsibilities	The governing body has a very good working knowledge of the school's strengths and weaknesses and supports the school to good effect. Statutory requirements are met.
The school's evaluation of its performance	A particular strength of the school is the setting of targets for improvement. There are very good systems and strategies in place to monitor and evaluate the performance in subjects. The formal and systematic evaluation of teaching through firsthand observations is under development.
The strategic use of resources	The school makes very good use of the resources that are available.

The overall leadership of the school is very good. There are well-defined procedures for seeking best value throughout the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards that the school achieves. • The attitudes and values promoted by the school. • The good attendance rate and the school's approach to encouraging high rates of attendance. • The school's strong stance on behaviour, accepting that the rate of fixed term exclusions is high as a necessity in ensuring a disciplined school. • The school's positive response to parents' suggestions or complaints. • The caring nature of the school. • Good quality reports. 	<ul style="list-style-type: none"> • More able not stretched by homework. • Overcrowding on the buses and some dissatisfaction about the service offered by the bus company.

The inspection team agrees with the very positive views of the parents. The school does achieve high standards and most students achieve well. The attendance rate is above average and students show very good attitudes towards their education.

The inspectors do not agree with the negative view expressed about homework. The team found the use of homework to be effective and the provision for the more able students to be a strength in the school. The school does all that it reasonably can to ensure good service from the bus company.

The parents' responses to the questionnaire demonstrated widespread agreement that the school provides well for students, e.g. 96 per cent felt that teaching is good, 99 per cent agreed with the statement expressing the school's high expectations and 95 per cent felt that the school is well led and managed. Around three quarters of parents returned the questionnaires.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is very good leadership provided by the headteacher, which provides a clear direction in raising standards

1. The very good leadership provided by the headteacher, with good support from senior and middle managers, the governing body and the rest of the school staff has been a significant factor in the recent success of the school. There is a clear commitment to attaining high standards and towards obtaining the best efforts from all students, in line with the school's mission statement. There is a very effective system in place to analyse the performance of students at all levels. On the basis of these analyses, demanding targets are set for the whole school and for individual departments. Examination performance is studied rigorously and where departments have not reached expectations, effective support is given.

2. There is good leadership at departmental level. Subject heads of department are aware of their strengths and weaknesses and are enthusiastic and energetic in their approach to improvement. For example the modern foreign languages department has successfully modified the teaching of grammar in a response to a perceived weakness in students' performance.

3. The school is demanding and realistic in setting targets based upon high quality information about students' levels of attainment. The governing body gives valuable support, whilst relying upon the headteacher and his colleagues to find the most effective means of meeting the targets set. The result is a committed staff in sympathy and agreement with the ambition to strive for the best standards achievable from its students. The quality of the leadership and management is clearly demonstrated by the improvements in the school's performance and the good level of capacity it has to maintain high standards.

Most students achieve high standards of attainment at Key Stage 3 and 4 and in the sixth form

4. Overall, the rise in attainment shows that the school has made good improvement in this important area since the last inspection. The school's own data indicates that the students in 1999 did better at GCSE in the five plus A*-C range than might have been expected from their attainment scores on entry to the school. With the appointment of the current headteacher there has been a greater impetus to improve standards of attainment. The leadership and management of the school have been very effective in putting into place the necessary systems and structures to promote accelerated progress in this area. These include detailed assessments of students linked to precise target setting for subject areas and for the school in general. These targets emphasise high expectations based upon an accurate assessment of students' potential. In 1999, the school exceeded the targets set by a wide margin.

5. The standards achieved in the school are higher than the national average and very high at GCSE compared with similar schools. Students enter the school with average levels of attainment in general, although the current Year 7 students have slightly higher than average levels. At the end of Key Stage 3, attainment is above the national average and well above the average of similar schools. By the end of Key Stage 4, attainment is

well above the national average over a wide range of subjects and very high when compared with similar schools. The very good progress that students make is continued into the sixth form where those students taking two or more GCE A-levels obtain results well above the national average. Students with special educational needs make good progress through the school.

6. A strength of the provision is reflected in the general consistency of results across subjects. In 1999, the results at GCSE grades A*-C were significantly above the national average in English language, mathematics, science, art, business studies, French, history, geography and physical education but were below the national average in English literature. Students' best overall results, compared to their achievements in other subjects, were in art, business studies, geography, history and the sciences. The subjects where students performed less well were English literature, information technology and design technology (resistant materials). The recent award of Arts College status to the school recognises the high attainment in this area of creative arts.

7. The school is not complacent. It has recognised that the small number of lower attaining students have not been best served by the courses on offer. As a result a number of students have been identified for a "new start" programme that matches their needs more closely to a curriculum where they can expect to gain greater success. The highest attaining students in the school are well served and obtain very good results in reaching their potential.

8. There are some differences between the respective performances of boys and girls, but there is no pattern to the differences. For example, at Key Stage 3 in English, girls do better than boys in line with the national pattern. In science, the girls have recently improved their performance to do better than boys but in mathematics boys do better. Overall, both boys and girls perform above the national average. In GCSE examinations in 1999 both boys' and girls' results were well above the national average. The school has attained a rising trend in its GCSE results at a faster rate than the national average.

9. The standard of work seen during the inspection matched the high attainment in examinations. In English and science, the work seen was well above expectations and above expectations in mathematics.

10. Students' literacy skills are higher than average. In both Key Stages 3 and 4 their speaking and listening skills are well developed and their use of spoken standard English is good. Correct technical vocabulary is demanded and is used well, for example in GCE A-level psychology and physical education and in GNVQ studies. Here, lower sixth students studying health and social care at intermediate level were able to distinguish between and use correctly the terms 'prejudice' and 'discrimination'. Writing skills are good and students are given good opportunities for writing for different purposes across the curriculum. Legible handwriting is expected in all subjects and is seen as part of teachers' insistence on good presentation. Similarly spelling and punctuation are of a good standard and teachers' expectations are met. Reading is seen to be important and students are successfully encouraged to read with fluency and understanding. Where lower attaining students experience difficulty in this area, they are helped by a structured reading programme taught by the special educational needs department, and students are further assisted by sixth form volunteers.

11. Levels of numeracy are, in general, above the expected level nationally. The co-ordination of numeracy skills across the school is satisfactory with a whole-school numeracy policy in place. There are examples of good practice by departments other than

mathematics in developing students' numeracy skills. Students with identified weaknesses in this area have their needs addressed effectively by the special educational needs department with clearly stated targets for improvement resulting in good progress. Throughout Key Stage 3, the majority of students are able to handle numbers confidently with an increased emphasis being placed on the acquisition of mental skills. Calculators are used sensibly with good use, in particular, of graphical calculators resulting in increased confidence in drawing and interpreting graphs. Algebraic and data handling skills are well developed by the end of Key Stage 3 and problem solving skills are broadly average. The level of attainment of the majority of students at the end of Key Stage 4 is well above that expected at the age of 16. Higher attaining students have very good algebraic skills. A minority of students do not have a good feel for number and their skills in mental arithmetic are below average.

Good, enthusiastic teaching is a key feature of the majority of lessons, leading to good quality learning

12. The good teaching has a positive impact on students' learning and is an important factor in the success of the school. Teachers plan their work carefully and have good levels of expertise in their subjects that underpin their authority in the classroom. A common, and effective approach is to state objectives at the start of the lesson and review the success in meeting the objectives at the end of the lesson. This gives a purpose to the activities and students respond well to the approach as in a science lesson with Year 9 students. Here the very good level of planning that included specific objectives, enabled some talented students to reach exceptional levels in their work on speed and acceleration.

13. The intensity of work and the pace of the lessons are carefully matched to meet the needs of all students. For example in a Year 11 mathematics class, high attaining students worked hard at an appropriate level and enjoyed the stimulus of tackling more difficult questions. They showed an obvious enthusiasm for the subject. Other lower attaining students in another Year 11 mathematics class were motivated by the teacher's enthusiasm and showed a very good attitude towards their work. This positive attitude to work is a strength in the school that is nurtured carefully.

14. Students understand well what is expected, how to do the task, and how to move forward to a higher level. In an English lesson with Year 9 students, the teacher demonstrated very high expectations of students' responses, behaviour and standard of work. The students responded very positively on all fronts, reading with confidence and expressing their views with clarity. Teachers know their students very well and relationships are very good and this creates a positive learning environment.

15. Teachers manage their classes well. In a Year 8 mixed ability class in information technology, good class management enabled all students to make good progress. The students were confident enough to help each other and gain from this. Three students in the class with statements of special educational needs were able to receive extra help; a flexible programme ensured they achieved the aims of the lesson successfully, with interest and good levels of concentration. Another feature of the effective management of lessons is seen in the manner in which teachers use the time well, both in the short periods and the double periods.

16. Students of all ages respond very well when they are given some responsibility for determining the rate and quality of their work. For example in a Year 9 physical education lesson, groups worked on their own for long periods of time in rehearsing a group response to a set task in gymnastics. Their behaviour was impeccable and they concentrated hard,

repeating and rehearsing to produce a sequence of the best quality they could.

17. Teachers use question and answer techniques well to include all individuals and to assess the progress being made. These sessions also demonstrate the enthusiasm teachers have for their subject and the joy they obtain from teaching it. Students enjoy their lessons in the main and come with an expectation that they will behave well and concentrate. The result is an atmosphere created in the large majority of classes where students work hard, make good progress and teachers use their knowledge to channel that progress towards success. In this process, homework is usually used effectively, sometimes to consolidate work and at other times to move students on to the next part of the syllabus. There is a shared commitment on the part of teachers and students to create a good climate for learning, based upon good relationships between students and students with their teachers.

Students show very positive attitudes towards their work, and are keen to do well, and behave very well

18 Students are very positive towards their school and proud of its achievements. For example, students speak to inspectors about how well the school achieves in sport and in music, and they take a pride in the high quality of display work throughout the school. A feature of the classrooms is the willingness that students show to take up the challenges set by their teachers and the enthusiasm they display for their work. For example in a Year 11 lesson in design and technology the students extended their participation for 40 minutes into the lunch period, and they do so on a regular basis. Similarly in a Year 9 science lesson, students were keen to be involved and worked cooperatively and effectively to solve some challenging problems on the subject of mechanics.

19. Students behave very well generally both inside and outside the classrooms. Often the behaviour is excellent and this enables teachers to work at brisk pace in lessons. It means that teachers can manage their classes more effectively to ensure that the needs of all students are met. Students are good at taking responsibility for their own efforts and will continue to work hard while the teacher helps an individual or a group. Teachers are able to trust students to work safely and responsibly and students respond very well to this trust.

20. Relationships between students and with their teachers are excellent. Students listen carefully to each other, are taught to understand the views of others and they appreciate the efforts of their classmates. In a Year 9 English lesson on Romeo and Juliet, students concentrated hard, listened carefully and respected the views of others. As the lesson progressed, they worked well in pairs, then groups and approached their tasks with enthusiasm. During a sixth form morning assembly, the performances of two groups of musicians were fully appreciated, both for the quality of the performances and for the contribution made by the individuals.

21. The positive attitudes and good behaviour go a long way towards producing the effective climate for working that is a feature of the school.

There is a very good curriculum in place. It meets the needs of students of all levels of attainment, including the gifted and talented students and promotes students' personal development

22. There are very good opportunities provided for students to develop over a wide range of activities. These opportunities exist because good planning takes place to meet the different needs of the students in the school.

23. The curriculum on offer in the main school is broad and balanced and meets statutory requirements. Within that curriculum, the particular needs of some students are met in a planned and purposeful manner. For example, a small number of students at Key Stage 4 who are low attainers and/or disaffected now have the opportunity for a “new start” curriculum that gives them a greater chance of success and with this the motivation to succeed. The broad sixth form curriculum on offer is another strength of the school. Its continued development meets the needs of students of all levels of attainment, including students with special educational needs. The school’s planning for changes to be made to meet the requirements of curriculum 2000 are well advanced.

24. Gifted and talented students throughout the school are catered for both inside and outside the taught curriculum. Academic successes of the highest order have been achieved by these students as they have responded to good teaching. In other fields, musical and artistic talents have been developed successfully and the sporting programme provides another effective vehicle for students to develop their talents to the full.

25. The school makes excellent provision for students’ personal development. Students respond very well to opportunities to take responsibility, to relate well to each other and they have a very good understanding of their own cultural heritage and the cultures of other societies. The provision for students’ spiritual development is of the highest standard.

There is a very strong ethos that has a positive influence upon all of the activities in the school

26. There is a strong commitment to high standards in the school, which is linked to an expectation of hard work. The quality of relationships among all who work in the school is also viewed as central to continued success. There is no acceptance of poor behaviour and the school has taken a very robust approach to the use of exclusions as a means of protecting the standards it requires. As a result the number of exclusions is higher than average, but the school is assiduous in supporting this minority of students and in taking all reasonable steps to avoid excluding students. A feature of the life of the school is found in its celebration of success. This is seen in the high quality of display work, the public presentation of awards for endeavour and the very effective use of praise in and outside the classrooms.

WHAT COULD BE IMPROVED

The provision for ICT in many subject areas and classrooms

27. The school has responded positively to the recommendations of the last report. In the intervening period, the school has installed an efficient network of computers to benefit both routine school administration and curricular provision. In addition it has introduced a taught course in ICT in Years 7 and 8 and ensured continued staff commitment to developments by providing good quality professional support and training. As a result a wide range of staff teach ICT and there is a commitment across departments to extend teaching in the area. In the work seen during the inspection, students demonstrated satisfactory levels of attainment.

28. In order to improve further, there is a need to implement the ICT development plan to extend the use of ICT across the whole curriculum. To help this process the school should consider setting up additional clusters of computers at strategic points in the school.

Finally the school should consider the introduction of additional certificated courses at Key Stage 4 and monitor more closely the use made of ICT by these students.

The formal evaluation of aspects of teaching

29. The school has done a great deal of effective work to improve the quality of teaching, including particularly the informed analysis of subject performance to highlight areas needing further improvement. The processes whereby these improvements have taken place, for example scrutiny of samples of students' work, have been undertaken formally and systematically and to good effect. In some departments these processes have included first hand observation of teaching in order to identify and disseminate good practice. This process should be extended across all subjects.

Long term planning and the precision of planning at whole school and departmental levels

30. The school development plan, as currently presented, is restricted to detailed planning over one year. The longer term strategies that currently look up to seven years ahead should be incorporated into the planning document. Both the whole school development plan and the departmental plans need a greater precision in costing priorities and in setting criteria against which progress may be plotted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. To raise further the standards of work and the quality of education provided, the governors and senior management team should:

- (1) Improve the provision for ICT across the school by making computer facilities more accessible and by monitoring closely students' use of information technology in Key Stage 4.
- (2) Improve the incidence of good and very good teaching by identifying the good practice that exists through firsthand observation and disseminating it across all subjects.
- (3) Improve further the planning at whole school and departmental levels by:
 - incorporating longer term strategies for development into the school development plans;
 - costing priorities more precisely and establishing criteria for measuring the progress made in meeting targets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	41.2%	38.2%	16.2%	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	1166	241
Number of full-time pupils eligible for free school meals	233	23

Special educational needs	Y7 - Y11	Sixth form
Number of pupils with statements of special educational needs	13	1
Number of pupils on the school's special educational needs register	180	5

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	12
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence	%
School data	6.4
National comparative data	7.7

Unauthorised absence	%
School data	0.4
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	116	118

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	66	86	81
	Girls	102	85	78
	Total	168	171	159
Percentage of pupils at NC level 5 or above	School	71 (74)	71 (67)	68 (67)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	28 (36)	42 (38)	28 (34)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	64	93	73
	Girls	86	93	94
	Total	150	186	167
Percentage of pupils at NC level 5 or above	School	64 (50)	79 (75)	70 (74)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	26 (35)	48 (42)	38 (43)
	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

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	100	104	214

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	61	96	96
	Girls	70	111	111
	Total	131	207	207
Percentage of pupils achieving the standard specified	School	61.2 (47.2)	96.7 (94.4)	96.7 (95.7)
	National	46.3 (43.3)	90.7 (89.8)	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	46.7 (41.6)
	National	38 (37)

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	14 64.3
	National	

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	35	35	70

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	20.7	18.3	19.5 (20)	4.0	6.0	5.0 ()
National	N/A	N/A	17.9 (17.6)	N/A	N/A	2.8 (3.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	33 75
	National	

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	1398
Any other minority ethnic group	8

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	106	2
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	81.7
Number of pupils per qualified teacher	17.2

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	10.5
Total aggregate hours worked per week	348

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	0.79
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Average teaching group size: Y7 – Y13

Key Stage 3	24.4
Key Stage 4	20.7
Key Stage 5	12.5

Financial information

Financial year	1998/99
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	£
Total income	3285386
Total expenditure	3241760
Expenditure per pupil	2308
Balance brought forward from previous year	-69689
Balance carried forward to next year	-26063

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1407
Number of questionnaires returned	983

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	54	5	1	0
My child is making good progress in school.	46	49	3	1	1
Behaviour in the school is good.	50	46	2	0	2
My child gets the right amount of work to do at home.	32	54	11	2	2
The teaching is good.	50	46	2	0	1
I am kept well informed about how my child is getting on.	38	48	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	39	4	1	2
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	38	49	10	1	2
The school is well led and managed.	58	37	2	1	2
The school is helping my child become mature and responsible.	48	47	2	1	2
The school provides an interesting range of activities outside lessons.	45	42	6	1	6

Other issues raised by parents

The inspection team agrees with the very positive views of the parents. The school does achieve high standards and most students achieve well. The attendance rate is above average and students show very good attitudes towards their education.

The inspectors do not agree with the negative view expressed about homework. The team found the use of homework to be effective and the provision for the more able students to be a strength in the school. The school does all that it reasonably can to ensure good service from the bus company.

The parents' responses to the questionnaire demonstrated widespread agreement that the school provides well for students, eg 96 per cent felt that teaching is good, 99 per cent agreed with the statement expressing the school's high expectations and 95 per cent felt that the school is well led and managed. Around three quarters of parents returned the questionnaires.