

INSPECTION REPORT

THE LONDON ORATORY SCHOOL

London

LEA area: Hammersmith and Fulham

Unique reference number: 100365

Headteacher: Mr John McIntosh

Reporting inspector: Mr Ross Maden
2793

Dates of inspection: 20 - 23 March 2000

Inspection number: 186817

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:	7 - 18
Gender of pupils:	Boys 7 - 18 and Girls 16 -18
School address:	Seagrave Road London
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Appropriate authority:	The governing body
Name of chair of governors:	The Very Revd. Ignatius Harrison
Date of previous inspection:	11 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The London Oratory School is a voluntary aided comprehensive school educating boys in the age range of 7-16 and boys and girls in the sixth form. There are 1338 pupils, including 354 in the sixth form. The school population is generally stable. The proportion of pupils eligible for free school meals is 7.9 per cent which is below the national average. Over a third of pupils have English as an additional language but only nine pupils are at an early stage of language acquisition. The school is over-subscribed, with pupils attending from a wide geographical area, covering 35 separate local education authorities. There are 100 pupils on the special educational needs register which is below the national average and 16 of these have statements, which is also well below the national average. Pupils' attainment on entry to the school is well above the national average.

HOW GOOD THE SCHOOL IS

The London Oratory School is a very good school with many strengths and few weaknesses. Pupils and students are keen to learn and they achieve very high standards in most of their work. Standards of behaviour are very high and absenteeism is well below national averages. Teaching is consistently good, with some that is very good and virtually all pupils progress very well. A very high proportion of pupils go onto university. There are very good arrangements to support and care for all pupils. In particular the six housemasters and sixth form staff are conscientious in providing good pastoral care. The headmaster exercises decisive and effective leadership. Management is well focused on achieving high standards. Middle management is good. The school has made significant improvements since the last inspection and it provides good value for money.

What the school does well

- Pupils' attainment throughout the school is very high.
- The range of extra-curricular opportunities is very good, especially in sport and music.
- Pupils achieve well and have very positive attitudes towards learning.
- The school makes very good provision for gifted and talented children.
- Management is well-focused on achieving high standards.
- Pupils' standards in the Junior House and specialist music course are very high.

What could be improved

- There is a lack of compliance with the National Curriculum requirements for design and technology.
- The roles of governors and managers within the school.
- Some parents would like to be more involved in the life of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in February 1996 there have been significant improvements in the already high academic standards. In 1995, 72 per cent of pupils gained five GCSE grades A*-C and this increased to 93.4 per cent in 1999. The average A-level points score in 1995 was 20.13 and this increased to 22.2 in 1999 which was well above the national average. The high levels of attendance and the low levels of exclusion have been maintained over the same period. In tackling the key issues identified by the previous inspection the governors have made satisfactory progress. Standards in design and technology have been raised but the National Curriculum requirements for design and technology at Key Stage 4 are not being met. The library stock has been improved and there has been progress in its use by pupils as a centre for individual inquiry. The weaknesses in accommodation remain but do not significantly affect the quality of education. Issues around school development planning remain unresolved. Good progress has been made in improving the use of information technology by subjects to support learning.

STANDARDS

The table shows the standards achieved by 11, 14, 16 and 18 year olds based on average point scores in National Curriculum tests, GCSE and A-level/AS-level examinations.

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
Key stage 2 test results	N/a	A*	A*	A*	Top five per cent of schools A*
Key stage 3 test results	A	A*	A	A*	Well above average A Above average B Average C
GCSE examinations	A	A	A*	A*	Below average D Well below average E
A-levels/AS-levels	A	A	A		

Pupils' National Curriculum test results at the age of 11 have been consistently very high. In 1999 results in these tests were very high in English, mathematics and science and placed the school in the top five per cent of schools.

At the age of 14 National Curriculum test results have consistently been very high when compared to all schools. In 1999 results were very high in English, in mathematics and science. Compared with similar schools results were very high in English, mathematics and science and the results placed the school in the top five per cent of similar schools.

In GCSE examinations pupils' results have been consistently well above average when compared with all schools and in 1999 were very high when compared with similar schools and with all schools nationally. Results at A-level have been consistently well above average when compared both with all and with similar schools. The best results in the 1999 GCSE examinations were in Latin, physics, art, Spanish, religious education, German and history. All other subjects achieved results that were well above national averages. GCSE results have improved at a higher rate than the national trend since 1994 and overall results in 1999 were very high for pupils achieving five or more grades A*-C and at grades A*-G. Based on averages over the last three years the proportion of pupils obtaining five or more GCSE grades A*-C and A*-G was very high. Since the previous inspection standards in design and technology have improved significantly, although National Curriculum requirements are still not being met in Key Stage 4. In the standards of work seen there are consistent strengths across all subjects which are reflected in the examination results. No significant weaknesses were seen in any subject. The school sets and reaches appropriately high targets. Most pupils are working at or near their capacity and are achieving well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. Pupils are keen to learn and are attentive and co-operative.
Behaviour, in and out of classrooms	Behaviour is very good; pupils are courteous and sensible and meet the high standards that the school sets.

Personal development and relationships	Pupils develop into mature, confident young adults. Relationships with each other and with adults are very good. There are many opportunities for pupils to be involved in the day-to-day life of the school, particularly through the extra-curricular programme. When given the opportunity pupils show initiative and develop independence in lessons.
Attendance	The school has high levels of attendance in all year groups and pupils' punctuality to lessons is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years	aged 11-14 years	Aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Good	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.

The standard of teaching seen during the inspection was good. Teaching was very good or excellent in 17 per cent of lessons; 63 per cent of lessons were good or better and in only one lesson was teaching unsatisfactory. Teaching was marginally better at Key Stage 2 and in the sixth form than it was in the other key stages. There was a consistency of good teaching across all subjects. The subject knowledge and understanding displayed by teachers were particular strengths. Although there are no significant weaknesses, the planning for lessons and the use of information technology to support learning were not consistent across all subjects. The quality of teaching in English, mathematics and science was good as was the teaching of numeracy and literacy.

Pupils work hard and sustain very good levels of concentration. The pace of learning is good overall and often very good, reflecting the quality of the teaching provided

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities at each key stage and a wide variety of A-level courses is offered in the sixth form. The overall quality of curriculum is good and there is a very good range of extra-curricular opportunities. The National Curriculum requirements are not being met for design and technology in Key Stage 4.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very effective. These pupils make good progress and achieve well academically.
Provision for pupils with English as an additional language	There are many pupils with English as an additional language and most are fluent speakers in English. There are very few pupils in the early stages of learning English and these pupils are well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Good opportunities are provided for pupils' spiritual, moral, social and cultural development. Respect for pupils' feelings, values and beliefs is excellent.
How well the school cares for its pupils	The school provides a secure environment where each pupil is well known and supported effectively. The good provision has a positive effect on learning. Child protection procedures are effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headmaster provides decisive and effective leadership. Heads of department manage their departments effectively, but the corporate structure for management responsibilities encourages a focus on operational, rather than strategic, matters.
How well the governors fulfil their responsibilities	The governing body is supportive of the headmaster and the school. All legal requirements are met with the exception that not all pupils in Year 10 receive their entitlement to design and technology. The governing body makes a strategic contribution in guiding the management of the school; its role in evaluating the operational work is less developed.
The school's evaluation of its performance	The school monitors examination results carefully but evaluation by governors and middle management of some aspects of the work of the school needs development.
The strategic use of resources	Good use is made of the available resources. The governing body agreed a budget leading to a planned deficit of £91,438. The LEA has agreed a business plan with the governing body on how this deficit will be managed. Planning is not recorded and structured in a school development plan. The school effectively applies the principles of best value in its management and use of resources

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • that their children are making good progress • behaviour in the school is good • teaching in the school is good • the school expects children to work hard • the school is well led and managed • the school is helping their child to become mature and responsible • their children like school 	<ul style="list-style-type: none"> • the school working more closely with parents • to be better informed about how their child is getting on • to feel more comfortable about approaching the school with questions or problems

The parents' meeting with the inspectors was attended by 87 (3.7%) parents and there was a high response rate to the parents' questionnaire. There is a very high degree of parental satisfaction with the aspects of the school that please parents most. The inspectors confirm parents' views about the strengths of the school. However a significant minority of the 382 parents who completed the questionnaire did not believe they were kept well informed of their child's progress; did not feel the school works closely with parents; and did not feel comfortable about approaching the school with questions or problems. The inspectors' judgement is that the partnership with these parents does need to be strengthened. The inspectors' judgement on whether the school keeps parents well informed is that it does have effective systems in place.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment throughout the school is very high

1. Results in the Key Stage 2 and Key Stage 3 National Curriculum tests place the school in the top five per cent of schools nationally. These outstanding results are matched at GCSE where 93 per cent of pupils gained grades A*-C in 1999. At A-level the students' average points score of 23.2 is well above the national average of 17.9.
2. It is made clear to pupils and parents that the school exists to promote learning. The prospectus states 'children are expected to learn and teachers to teach'. Pupils expect to be taught, behave accordingly, and are strongly supported by their parents. An extensive and detailed system of school rules promotes an atmosphere and culture of civilised co-operation, within which academic learning can flourish.
3. There is a rigorous system for the efficient completion of homework. There are extensive arrangements for ensuring that when sixth form students do not have timetabled lessons they have supervised private study. This supervision is extended after the school day for the many pupils who stay on at school to complete their homework. All departments have effective systems for regularly assessing performance and for identifying how improvements may be made.
4. Complementing these formal structures is a shared understanding that individual pupils should feel comfortable in approaching teachers for help. Teachers know their pupils well and are always willing to help them individually, often after school if necessary. This level of support is particularly valued by sixth form students. Pastoral care is effectively provided for sixth form students by the director of sixth form and her three assistant directors. In addition they provide advice on the choices of university and university courses and academic support and guidance, such as study skills, planning and organisation. The school has well-established links with universities, and a high proportion of sixth form students go onto university each year. In 1999, 149 went onto university, 10 of these to Oxford or Cambridge.
5. Since the previous inspection significant strides have been made in the use of information and communications technology within the curriculum. There is a particularly effective strategy of combining the teaching of information and communications technology with in-service training by putting information and communications technology teachers teaching alongside subject teachers and working with them to prepare lessons and appropriate teaching materials.

The range of extra-curricular opportunities is very good, (especially in sport and music)

6. The range of extra-curricular activities is very good. On any single day there may be more than 20 activities on offer, before and after school and during the lunch time. Many of these activities are musical where the school has a real strength. Other activities include the combined cadet force, societies and modern languages enrichment. Such activities allow pupils to experience challenge and to work productively together. In addition there is a wide range of sports fixtures, school journeys, visits and cultural activities. The arts centre provides a venue for exhibitions and performances of a high quality. During the inspection, an edited performance of the school's recent production of 'The Marriage of Figaro' was given to an audience of junior pupils. This was most impressive, demonstrating the high standards of performance achieved at the school.
7. In the sixth form there is a popular debating society and there is good provision for girls to take part in activities including a successful girls' rugby team. In keeping with the ethos of a Catholic school opportunities are provided for pupils to take part in retreats.

Pupils achieve well and have very positive attitudes towards learning

8. The school's ethos has a very positive influence on the attitudes, behaviour and personal development of pupils which overall are very good. Pupils are keen to come to school and arrive punctually for lessons. They settle quickly to their work, listen very attentively and sustain very good concentration. Younger pupils in particular work with much enthusiasm, for example, in a Year 6 science lesson where pupils were carrying out investigations into the viscosity of liquids. In a Year 7 history lesson skilful questioning and lively responses featured in their learning about the Battle of Bannockburn. In all lessons the application of pupils to their work was never less than satisfactory.
9. Participation rates in extra-curricular activities are high and pupils comment very positively about the range and quality of these opportunities. Pupils demonstrate excellent interpersonal relationships through their involvement in lessons and in extra-curricular activities.
10. Attitudes in lessons are very positive. Pupils are keen to answer questions and express personal points of view. Examples of this were seen across the age range from design and technology pupils in Key Stage 2 to A-level economics students exploring aspects of unemployment. There is a clear understanding by pupils that they come to school to work hard and that if they work hard they will gain success in their examinations.
11. Pupils are sensible, considerate and polite in their movement between lessons. In the playground most pupils demonstrate mature and positive relationships towards pupils of all age groups. It is a strength of the school that junior pupils talk freely with older pupils. Girls in the sixth form comment positively on the respect with which they are treated. Property and possessions are well respected and the social and working environment is litter free. Confrontational behaviour is rare but when it occurs it is dealt with quickly and effectively.
12. Relationships with adults are positive in lessons. Pupils often engage in constructive and purposeful discussions with their tutors. They value the interest shown by subject teachers in their progress and the extra help they receive when needed.
13. When given the opportunity to work collaboratively pupils do so effectively. For example, during an A-level Italian lesson students worked well in groups to prepare and present the views of different interest groups on environmental issues within cities.
14. All sixth form students are prefects and carry out their duties reliably and effectively and these opportunities to demonstrate responsibility are very well used. For example, sixth form students support pupils in the Junior House and, as part of the community service programme, help at a local special school. In addition, pupils make important contributions to the staging and managing of theatrical productions.
15. These positive attitudes combined with good teaching lead to results in the National Curriculum tests and at GCSE and A-level which are well above the national average. Results at GCSE are improving at a faster rate than the national average. Achievement in lessons reflects these examination results where there is clear evidence that most pupils are working at full stretch. They maintain their concentration and are set tasks which require effort and perseverance.

The school makes very good provision for gifted and talented children

16. In Year 7, the most able pupils are assigned to an accelerated group which completes the Key Stage 3 course in four subjects by the end of Year 8. They take GCSE examinations in these subjects a year earlier than normal at the end of Year 10. These arrangements allow higher attaining pupils to engage in further study and tackle new subjects in Year 11 and provide them over the two key stages with a demanding and enriched curriculum.
17. Very good provision for gifted musicians is made throughout the school as well as in the Junior House, where twenty pupils each year are admitted on the basis of their musical aptitude and general ability. The school's close partnership with the Oratory Church allows choristers in the School to attain exceptionally high standards in the singing of liturgical music. Musically talented pupils also receive intensive instrumental tuition and reach very high standards. Tuition and rehearsals take place both before, during and after school. There is a strong team

of visiting music teachers.

Management is well-focused on achieving high standards

18. The school has a proud record of achieving high standards. Much of the credit for the school's success over recent years goes to the leadership provided by the headmaster. He has a clear vision of what he believes will raise standards and a determined approach to turning the vision into reality. A measure of his success has been the increasing demand for places at the school.
19. There are clear expectations for pupils to reach the highest possible standards not just academically but in other areas of personal development. Very high standards of behaviour are expected and the school is strict with regard to discipline. There are many rules to ensure high standards of behaviour. These are rigorously and consistently applied and pupils know them and accept the consequences if they break them.
20. High standards are expected and achieved in all areas, including on the sports fields and in drama and musical productions.
21. There is a rigorous system to evaluate the work of the school in relation to examination results.
22. Pupils and students are highly motivated and committed to high standards. They appreciate that the drive for high standards emanates from the leadership provided by the school. Pupils know that if they work hard they will achieve good results. They know they will be well supported by teachers, especially in the sixth form, if they require additional help. Students in the sixth form, when not in timetabled lessons, undertake supervised private study.

Pupils' standards are high in the Junior House.

23. The work within the Junior House is a strength of the school. There is a relaxed family atmosphere fostered by the daily assemblies and corporate lunchtimes. All pupils know who to approach for help with both academic and personal problems. The small classes, maximum 20 pupils, also contribute to the family atmosphere and so the pupils have a secure learning environment.
24. The pupils are provided with a broad curriculum which is enhanced by the music provision. The atmosphere for learning is good in all areas and benefits from the use of specialist staff and facilities. For example, scientific investigations are conducted in science laboratories, and design and technology lessons are taught in workshops by specialist teachers and pupils have access to tools and resources which most pupils would not normally have until Key Stage 3. The pupils appreciate their purpose built building along with access to the specialist facilities such as the swimming pool and gymnasium.
25. Nearly all teaching at Key Stage 2 is good and a quarter of lessons seen were very good. There is an effective balance of pupils being taught by specialist primary teachers and specialist secondary teachers. It is this balance which reflects the often very demanding tasks set for pupils. All teachers set high expectations for the pupils. In turn pupils make very good progress throughout Years 3-6. This is reflected in that 100 per cent of pupils reach National Curriculum level 4 in English, mathematics and science by the end of Key Stage 2, and 80 per cent reached level 5 in all three subjects.
26. Pupils are selected to join the Junior House on the basis of their general ability and their musical talents. It is the music provision for these pupils which adds a special dimension to the quality of education they are receiving. From 7-30a.m. each morning every corner of the building has a buzz of excitement with pupils playing or practising their musical instruments. The outstanding musical abilities are reflected in the very high levels of performance they achieve. The junior orchestra is at a standard of which many secondary schools would be proud. The 'schola' provides a unique opportunity for boys to undertake voice and choral training; these boys sing daily at assemblies and on Saturdays at the Oratory in addition to

overseas visits and making recordings. Pupils in the Junior House study Italian as a modern foreign language which contributes to their understanding of much of the liturgical music they

sing.

27. Pupils in the Junior House are not isolated and they mix freely with older pupils in the school and develop friendships with those of other age groups.

WHAT COULD BE IMPROVED

Compliance with the National Curriculum requirements for design and technology

28. The requirements of the National Curriculum are that all pupils should be taught design and technology in Key Stage 4. Not all pupils in Year 10 are currently studying the subject and the major reason for that was related to being unable to recruit a full team of design and technology teachers for the start of the current academic year. The introduction of revised National Curriculum Orders for Key Stage 4 will, as the school recognises in its development programme, require a review of the curriculum.

Widening the roles of governors and management within the school.

29. The school has recognised the need to review the current management structure. There is a recognition of the importance for senior managers to spend more time on strategic planning, the management of staff and in supporting the headmaster. The role of middle managers could also be widened. There is currently no agreed system by which all heads of departments systematically evaluate the quality of teaching and learning within their subjects. There is some good practice in this area of work but it lacks consistency across the whole school. The quality of department development planning is often good. There is clear evidence that all departments effectively evaluate examination results each year.
30. The governing body is supportive of the school and proud of its achievements. It recognises the contribution the headmaster makes in providing the school with decisive and effective leadership. Governors provide the headmaster with individual good quality support which he appreciates. The governing body takes seriously its role of monitoring and guiding the management of the school. Governors are kept well-informed by detailed termly reports. However, the responsibilities of the governing body in evaluating the work of the school are less well developed and widening the role of the governing body will strengthen the support to the management of the school. The governing body normally meets once a term and there is one main committee of the governing body, the Finance and General Purposes Committee, which meets twice a term.
31. There is no published development programme or school development plan for the school which the governing body has discussed or approved. There are no strategies in place for the governing body to evaluate the detailed work of the school, beyond receiving the headmaster's detailed termly report. In 1999 the governing body did not publish targets for National Curriculum tests and GCSE examinations in their annual report as required by regulations.
32. The 1999-2000 budget set by the governing body has resulted in an application for a licensed deficit from the LEA of £91,438 in 2000-2001. This decision was based on expected income which did not materialise. Careful management meant that licensed deficit was lower than anticipated, but even so the level of expenditure per pupil is well above the national average and the governing body has a responsibility to provide a budget for expenditure in line with the income it receives.
33. Widening the roles of the governing body, senior management and middle management will help to provide more effective management support to the headmaster.

Some parents would like to be more involved in the life of the school

34. The parents' meeting with the inspectors was well attended and there was a high response rate to the parents' questionnaire. There is a very high degree of parental satisfaction with the aspects of the school that please parents most. The inspectors confirm parents' views about most of the strengths of the school. However a significant minority of the 382 parents who completed the questionnaire, did not believe they were kept well informed of their child's progress; they did not feel the school worked closely with parents and did not feel comfortable about approaching the school with questions or problems.
35. The inspectors' judgement on whether the school keeps parents well informed is that it does have effective systems in place. For example, there is a very effective system for monitoring homework by both parents and the school on a regular basis. The housemasters and sixth form staff provide good pastoral links with parents. They work long hours and undertake their responsibilities conscientiously. However, some parents may not appreciate or understand that in a school of this size it is not an efficient system for them to contact either subject teachers or the headmaster over every individual matter.
36. The current system for communicating pupils' progress by interim reports and full reports supplemented by well attended parents' meetings fully meets the requirements for reporting. The timing of parents' meetings is appropriate.
37. A minority of parents expressed the view that they would like the school to have a parent-teachers' association. It may be that the lack of a parent-teachers' association creates a perception that the school does not work closely with parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. To raise standards even higher the governors, headmaster, and managers should:
 - Ensure that the requirements of the National Curriculum in respect of design and technology at Key Stage 4 are met.
 - Develop the roles of governors and the management structures within the school in the light of recent developments in education and the size and complexity of the school, and consider ways in which these can be extended to raise standards even higher.
 - Develop the partnership with parents with a view to providing further opportunities for parents to be more involved in the life of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	51	30	1	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y3 - Y11	Sixth form
Number of pupils on the school's roll	984	354
Number of full-time pupils eligible for free school meals	106	n/a

Special educational needs	Y3 - Y11	Sixth form
Number of pupils with statements of special educational needs	9	7
Number of pupils on the school's special educational needs register	88	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	467

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	%
School data	5.0
National comparative data	7.9

Unauthorised absence	%
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	n/a	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	n/a	n/a	n/a
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (95)	100 (100)
	National	69.7 (65)	68.2 (59)	77.9 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	N/a	N/a	N/a
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (95)	100 (100)
	National	(65)	(65)	(71)

Percentages in brackets refer to the year before the latest 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	176	n/a	176

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	167	169	160
	Girls	n/a	n/a	n/a
	Total	167	169	160
Percentage of pupils at NC level 5 or above	School	95 (94)	96 (96)	92 (93)
	National	63 (56)	62 (59)	55 (60)
Percentage of pupils at NC level 6 or above	School	56 (76)	81 (88)	62 (74)
	National	28 (22)	38 (36)	23 (29)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	169	167	171
	Girls	N/a	N/a	N/a
	Total	169	167	171
Percentage of pupils at NC level 5 or above	School	97 (88)	94 (98)	98 (98)
	National	64 (60)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	66 (49)	87 (90)	75 (81)
	National	31 (28)	37 (37)	28 (29)

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	181	n/a	181
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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	169	181	181
	Girls	N/a	N/a	N/a
	Total	169	181	181
Percentage of pupils achieving the standard specified	School	93.4 (90.4)	100 (98.3)	100 (100)
	National	46.3 (43)	90.7 (88)	95.7 (94)

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

GCSE results		GCSE point score
Average point score per pupil	School	59 (51)
	National	37.8 (38)

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

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	120	40	160

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	22.3	25.9	23.2 (23.2)	6.3	9.0	6.6 (7.7)
National	17.7	18.1	17.9 (17.0)	2.7	2.8	2.8 (2.7)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	60
Black – other	16
Indian	12
Pakistani	1
Bangladeshi	1
Chinese	10
White	992
Any other minority ethnic group	227

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	20	0
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: Y3 – Y13

Total number of qualified teachers (FTE)	86.4
Number of pupils per qualified teacher	15.5

FTE means full-time equivalent.

Education support staff: Y3 – Y13

Total number of education support staff	10
Total aggregate hours worked per week	317

Deployment of teachers: Y3 – Y13

Percentage of time teachers spend in contact with classes	73.5%
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Average teaching group size: Y3 – Y13

Key Stage 2	19.3
Key Stage 3	25.6
Key Stage 4	21.7

Financial information

Financial year	1999/2000
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	£
Total income	4,653,848
Total expenditure	4,756,190
Expenditure per pupil	3,552
Balance brought forward from previous year	10,904
Balance carried forward to next year	-91,438

The figures for income and expenditure include gross figures for capital works, catering services (including the payment by pupils, parents, staff and visitors for breakfasts, lunches and after-school canteen), re-charge items for the school shop and summer school, musical instrument tuition, miscellaneous income and contra items amounting to £628,000 net (£470 per pupil).

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1348
Number of questionnaires returned	383

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	1	1
My child is making good progress in school.	59	35	2	0	3
Behaviour in the school is good.	65	31	1	1	2
My child gets the right amount of work to do at home.	46	41	11	0	1
The teaching is good.	63	33	2	0	3
I am kept well informed about how my child is getting on.	39	32	23	5	1
I would feel comfortable about approaching the school with questions or a problem.	44	34	14	5	2
The school expects my child to work hard and achieve his or her best.	85	14	0	0	1
The school works closely with parents.	33	31	22	12	3
The school is well led and managed.	70	23	4	1	1
The school is helping my child become mature and responsible.	62	32	3	1	1
The school provides an interesting range of activities outside lessons.	48	39	7	3	3