

INSPECTION REPORT

DR CHALLONER'S HIGH SCHOOL

Little Chalfont, Amersham

LEA area: Buckinghamshire

Unique reference number: 110495

Headteacher: Mrs S Lawson

Reporting inspector: Mr D Cox
10297

Dates of inspection: 5th – 7th March 2001

Inspection number: 186954

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Voluntary controlled
Age range of students:	11 to 18
Gender of students:	Female
School address:	Dr Challoner's High School Cokes Lane Little Chalfont Amersham Buckinghamshire
Postcode:	HP7 9QB
Telephone number:	01494 763296
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Cleminson
Date of previous inspection:	4 th March 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Students' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dr Challoner's High School is about the same size as other secondary schools and is a girls' 11 to 18 selective school. It serves an extensive catchment area, with over 73 per cent of students travelling to school by coach or train. The number of feeder schools ranges from 40 to 47, with approximately 10 of these being independent. There are 1031 students on roll with 285 students in the Sixth Form. The number of girls attending the school has increased significantly since the previous inspection report when there were 874 girls on roll and 242 in the Sixth Form; two years ago there was a change in the age of transfer from 12 to 11.

The school has a slightly higher than average number of students from ethnic minorities. There are 16 students with English as an additional language, all of whom are fluent in English. The attainment of students on entry is very high when compared to the national average. There are 38 students on the special educational needs register; this is 3.7 per cent of the school population and is well below the national average. There are no students with statements of special educational need. The percentage of students known to be eligible for free school meals is very low at 0.3 per cent. The socio-economic circumstances of the students are very high.

The inspection of this school included a detailed inspection of its provision for students with special educational needs.

HOW GOOD THE SCHOOL IS

This is an excellent school which is still improving. The excellent quality of teaching, combined with the students' outstanding attitudes, ensure that students' levels of attainment improve significantly whilst they are at the school. The excellent leadership provided by the headteacher and other senior members of staff is successful in bringing about a commitment to ensuring that all students achieve exceedingly well. The school is providing excellent value for money; the cost effectiveness of the Sixth Form is very good.

What the school does well

- The school provides an excellent range of opportunities for all aspects of students' personal development.
- Students are mature young adults with outstanding attitudes to their work.
- The school's level of care for its students is high. The support and commitment provided by teachers for students to help them to achieve highly are exceptionally good.
- The excellent teaching promotes very high standards that place the school in the top 5 per cent of schools nationally at ages 14 and 16.
- The leadership provided by the headteacher, governors and senior staff has developed a culture of success that pervades all aspects of the life of the school.

What could be improved

- Students do not yet have sufficient opportunities to study the performing arts.
- Insufficient opportunities are provided for students to use the key skill of information and communication technology (ICT) within subjects in Years 10 and 11 to enable them to attain the very high standards evident in all other subjects.
- Most annual written reports to parents do not provide sufficient detail of the progress their child is making in each subject.

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 very good progress since the last inspection in March 1996. Results at GCSE have been maintained at a very high level, including English, mathematics and science. The proportion of GCSE A*/A grades being attained has improved by 15 percentage points in the last two years. The proportions of good and very good teaching throughout the school have increased since the previous inspection; this has ensured that students continue to achieve extremely well at the school. The level of attendance has continued to improve. The progress made by the school is a result of the excellent leadership provided by the headteacher and senior staff in promoting an ethos of high expectation that permeates the school. The school sets challenging targets for improvement and is successful in achieving these. The school's response to the key issues identified in the previous report has been very good. Whilst most of the key issues have been addressed successfully there is still a need further to improve the reports to parents. The school sets challenging targets for improvement and is successful in achieving these.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A*	A*	A*	C
A-levels/AS-levels	A	A	A	

Key

well above average A

above average B

average C

below average D

well below average E

Very high A*

Results in the national tests for 14-year-olds were very high when compared to the national average for all schools in 2000 and place the school in the top 5 per cent of schools nationally. Results in English, mathematics and science are all very high and place the school in the top 5 per cent of all schools nationally. High standards have been maintained and the school has been in the top 5 per cent of all schools for at least the last four years. Overall, results were average when compared to other selective schools; results in English and mathematics were below average and results in science were above average. The very high standards observed in English and mathematics are significantly better than results from the national test would indicate; the current Year 9 is the first year group to have been at the school since the age of 11.

Results in the GCSE examinations have been very high when compared to the national average for at least the last four years high and place the school in the top 5 per cent of all schools nationally; results were very high in all subjects. The proportion of GCSE grades at A*/A has risen by 15 percentage points in the last two years. The proportion of GCSE A*/A grades is above that attained by other selective schools. When compared with other selective schools which take from the top 3 per cent to 35 per cent of students, results were average.

Results in the GCE A-level examinations in 2000 were well above the national average. Most students studied three GCE A-level subjects only. In the current Year 12, students are studying four GCE AS-levels with the expectation of four full GCE A-levels in Year 13.

In work seen during the inspection, students attain very high standards in all their subjects by the age of 14 and in Years 12 and 13. In Years 10 and 11, students attain very high standards in all their GCSE subjects. However, for those students not studying for GCSE ICT there are insufficient opportunities provided for them to use ICT within subjects to enable them to attain the very high standards evident in other subjects.

Students of all levels of attainment achieve exceedingly well at the school when compared with their standards of attainment on entry. Students with special educational needs or from different ethnic backgrounds make similar progress to other students. The standards of both numeracy and literacy are very high. The school sets appropriately high targets for its performance and is successful in achieving them.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Students are extremely attentive to their teachers and concentrate very well on their work. They are highly motivated to learn and succeed.
Behaviour, in and out of classrooms	Excellent. Behaviour is often exemplary both in lessons and around the school. Fixed term exclusion is very rare; there are no permanent exclusions.
Personal development and relationships	Excellent. Students mature rapidly at the school and are responsible young adults by the time that they leave. They are patient and courteous with a well-developed sense of right and wrong. They show a great deal of respect for the opinions of others.
Attendance	Attendance is well above the national average; unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Very good	Excellent	Excellent

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 quality of teaching in the school is excellent. All of the lessons observed were at least satisfactory; 90 per cent were at least good; 67 per cent were at least very good and 21 per cent were excellent. The proportions of good and very good teaching have increased since the previous inspection. Teaching is very effective in meeting the needs of all students.

The quality of teaching is excellent in English, mathematics and science. The skills of literacy and numeracy are taught very well. Across the school, the main strengths in the teaching are the teachers' knowledge of their subjects, the pace of lessons and the high expectations that they have of their students. The teaching in Years 10 to 13 is even better than that in Years 7 to 9 because teachers in Years 7 to 9 do not always check that students understand the topic being covered. There is more emphasis on involving the students in the lesson and developing the independence of the students in Years 10 to 13.

The result of the teaching is excellent learning where students gain new knowledge and understanding at a rate that is much better than would usually be expected. Students work extremely hard and concentrate totally on their studies. Students work very well on their own initiative and organise themselves most efficiently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The subjects of the National Curriculum are taught in full and all students study religious education. The curriculum is enhanced considerably by the extra curricular provision. Currently there are limited opportunities for the performing arts. More use of ICT is required in Years 10 and 11.
Provision for students with special educational needs	Excellent. Students receive teaching that meets their needs particularly well. Students are very well supported and integrated so that they can play a full part in lessons and the life of the school.
Provision for students' personal, including spiritual, moral, social and cultural development	The provision for all aspects of students' personal development is excellent.
How well the school cares for its students	Excellent. The school links very well the academic and pastoral aspects of students' development. Excellent procedures are in place for child protection and there are very thorough systems for ensuring the health and safety of students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides outstanding leadership ably supported by other members of the senior management team who are excellent. The quality of middle management is also excellent.
How well the governors fulfil their responsibilities	This is an excellent governing body. They are fully involved in the work of the school and fulfil exceptionally well their role as critical friends of the school.
The school's evaluation of its performance	Excellent. The school uses data exceptionally well to monitor the school's performance. Actions to bring about improvement, even in areas where standards are already high, are planned and implemented very rapidly. Good systems are in place for managing the performance of teachers.
The strategic use of resources	Excellent. The targeting of funds to areas where there is the most need of improvement has been very effective. The management always seeks to provide the best possible value for the money that the school receives.

The non-teaching staff support the school very well and help the smooth day-to-day operation of the school. The adequacy of staffing is very good. The adequacy of accommodation is satisfactory although the lack of appropriate accommodation limits the opportunities for students to participate in drama and dance; the planned new sports hall will greatly enhance the school's provision. The adequacy of learning resources is very good; new ICT resources have been purchased and are awaiting installation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Parents are very happy with almost all aspects of the school.	<ul style="list-style-type: none">More information on their child's progress.

The inspection team agrees with parents' views; this is an excellent school. However, the written reports to parents do not provide enough detail about progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides an excellent range of opportunities for all aspects of students' personal development.

1. The atmosphere within the school, and the high quality of relationships throughout, have a significant impact on students' development into capable young adults. Staff provide excellent role models, notably in terms of their integrity, high expectations and respect for students. Moreover, the sixth form students, being closer in age, have an even more important part to play in providing an example for younger students. Sixth form students play a very active role in the school; they organise assemblies and take on many duties, including those of prefects. To all their duties, they bring a sense of responsibility, good humour and commitment to the school.
2. Several enthusiastic, younger students have built a rocket. Levels of commitment and excitement are high and work is in progress. Air traffic control has been consulted and a safe launch area has been arranged. The parallels with the essential character of this school are clear. There are high aspirations, tremendous vitality and great determination to succeed. They are all underpinned by immaculate, detailed organisation and, above all, care for, and sensitivity to, the needs of each individual student.
3. A very strong feature of the school is the way in which it encourages and manages the social development of the students. There are many opportunities for students to work together both in school and on external visits. Through many fund raising activities, it is now possible for the proposed new sports hall to go ahead; all associated with the school are particularly proud of this achievement. There were many examples throughout the week where staff gave freely of their time to support students who were experiencing difficulties with work; there is a strong bond between teachers and students.

Students are mature young adults with outstanding attitudes to their work.

4. Students have excellent attitudes to the school; they like their school very much and speak highly of the education they receive. Students often proudly asked inspectors during the week what they thought of *their* school. Students place great value on the accessibility and helpfulness of the teachers and other support staff; they appreciate the activities that the school offers and support events outside lessons. Parents praise the positive attitudes of their children.
5. The excellent relationships that exist between staff and students encourage students to discuss issues openly with their teachers. In a Year 11 PSE class, the topic of self-defence was discussed; the visiting speaker was made very welcome. All present were keen to participate and a sense of trust and respect between the different parties was quickly established. A high level of informal respect pervades the school. Students are pleased to work together in pairs or groups. They are glad to contribute to the routines of the school. In a Year 10 French class, students concentrated hard, listened carefully and respected the views of others. As the lesson progressed, they worked well together and approached their tasks with enthusiasm. During a house assembly taken by a Year 13 student, younger students listen intently and the assembly was fully appreciated for the contribution made by the individuals. Students from different ethnic backgrounds are well integrated into the school and there is excellent racial harmony within the school community.
6. Students are very positive towards their school and proud of its achievements. For example, students speak to visitors about how well the school achieves in sport, in music and they take a pride in the high quality of work displayed throughout the school. This work, representing many different cultures, is of a very high standard. A feature of the learning 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, students willingly extend their participation into the lunch period, and they do so on a regular and frequent basis.

7. The standard of behaviour overall is excellent. In almost all lessons students listen very well to the teacher and to each other. They participate readily and apply good intellectual and creative effort. Most show sustained concentration and work with commitment; as was seen in a Year 8 art and design class where students were engrossed in the topic. Students were producing their own visual metaphors based on Aboriginal art to a very high standard. The students held the teacher in high regard and responded very positively and in a mature manner to her guidance and support. Around the school behaviour is sensible and orderly. When necessary, for instance at lunchtime, students queue with patience and good humour. The atmosphere in the dining areas is relaxed and sociable. Students are always courteous and helpful. Many show polite interest in visitors and are keen that they should enjoy their visit. An outstanding feature of the school is the large number of prefects; they serve the school exceedingly well. Prefects carry out their duties with pride and are helpful to others; they are respectful of the position they hold and are held in high esteem by younger students.
8. The positive attitudes and excellent behaviour go a long way towards producing the effective climate for working that is a feature of the school.

The school's level of care for its students is high. The support and commitment provided by teachers for students to help them to achieve highly are exceptionally good.

9. This is a school that cares passionately about the welfare of its students. Central to the work of the school is the emphasis that is placed on developing all aspects of the individual. Students are encouraged to achieve well but this is only a small part of what makes Dr Challoner's a very special school. The students are encouraged to do well whatever their interests. For example, the school disappplied one student from her design and technology studies so that she could concentrate on furthering her talents as a very able musician.
10. Students are very well supported in their educational and career choices and, for example in Year 9, good information is provided by tutors about options and the implications of subject choices. Careers advisers guide students and parents' decisions well, ensuring that choices are well informed. Advice and support for sixth-form students are equally effective, and students are helped to apply to higher education or employment very well.
11. Support to monitor and enhance students' academic performance is particularly strong; this helps students to attain very high academic standards. Students' progress is closely monitored, and data showing students' levels of attainment and potential is used with increasing effectiveness in helping to inform staff and students of the standards which can be achieved. Students are mentored and supported if their levels of attainment do not reach the realistic, but challenging, levels anticipated. School development planning includes the intention to use data gathered from assessment to further support students' progress. A valuable initiative has been piloted in setting measurable targets for improvement for students, showing successful outcomes in what these students have attained.
12. Teachers provide many extra activities out of timetabled time, including weekends and holidays, enhancing the students' range of experiences. Parents much appreciate the care and support that their children receive from teachers.
13. The school meets the needs of students from minority ethnic backgrounds very well. Those with special educational needs are well supported to achieve their potential for learning, and they make excellent progress.

The excellent teaching promotes very high standards that place the school in the top 5 per cent of schools nationally at ages 14 and 16.

14. Teaching at the school is excellent. All of the lessons observed were at least satisfactory; 90 per cent were at least good; 67 per cent were at least very good and 21 per cent were excellent. The proportions of good and very good teaching have increased since the previous inspection.

15. This high quality teaching promotes very high standards. The standards attained by students in the national tests at age 14 in English, mathematics and science place the school in the top 5 per cent of all schools nationally. The same is true of the standards attained in the GCSE examinations where results place the school in the top 5 per cent of all schools nationally. The school has also achieved Sports College status and Sportsmark Gold (with distinction) with many students representing their school and county and a few gaining national honours in sports such as rugby.
16. Teachers' high expectations, obvious from the start, are maintained as the lesson continues. In a Year 8 English class, for example, the teacher used very good examples of previous students' work to indicate to students just what they too could achieve. Teachers often expect extended spoken answers in response to their questions to the class. In religious education, teachers expect answers to be detailed and to include all the correct terms. Such practice in forming clear explanations provides the experience necessary for producing detailed written answers in response to examination questions at a later stage.
17. The teaching is at least very good in a significant number of lessons in the school. There are certain features that are common to many of these lessons and they provide clues to ways in which the satisfactory lessons could be improved. In the most successful lessons, teachers are constantly checking if students understand what is being taught and whether learning has taken place. This was seen to very good effect in a Year 10 history class. The teacher was constantly interacting with the students, which helped the teacher to gauge whether the students understood why the Cuban missile crisis came about. Using this approach the teacher skilfully ensured that each student knew why the crisis occurred and what the consequences were. In Years 7 to 9, teachers do not always check that students understand the topic being covered. At the end of the lesson, teachers do not always test what the students have learnt. The teaching is better in Years 10 to 13 than in Years 7 to 9 because there is more emphasis on involving the students in the lesson and developing their independence. This was seen to good effect in a Year 12 biology class where students had to carry out their own investigation into the root structure of plants.
18. Once teachers have gained students' full attention they keep up the momentum, often with a series of short, focused tasks so that there is no opportunity for students' concentration to flag. Usually there is little need for obvious management of students; behaviour is exemplary and there are excellent relationships, based on mutual respect, between students and teachers. When necessary, however, teachers are quick to notice and deal with any straying of attention or loss of effort.
19. Lessons provide an excellent atmosphere for learning. Students gain new knowledge and understanding at a rate that is much better than would usually be expected. Students work extremely hard and concentrate totally on their studies. Students work very well on their own initiative and organise themselves most efficiently. Students have the confidence to try things out, to attempt a more ambitious answer or to put forward an opinion, secure in the knowledge that the reactions of both teacher and fellow students will be sensitive and supportive.

The leadership provided by the headteacher, governors and senior staff has developed a culture of success that pervades all aspects of the life of the school.

20. The headteacher provides outstanding leadership. The resulting clear vision and direction, genuine consultation, welcoming atmosphere, warmth and openness leads to trust and to excellent teamwork in all areas. The headteacher leads in a very open and consultative way. Her knowledge of standards is accurate and up-to-date, based upon regular, systematic and first hand classroom observation. She keeps all who attend and work in the school, her governors and her parental body, well informed, and consults widely before making any major changes in its direction. She has their full support and is very successful, particularly in her major role of maintaining the very high standards and continuing success of the school. Perceived weaknesses in particular subject areas have been identified and are being systematically solved. Her open and friendly style is backed by a determination to tackle any issue which detracts from developing in each individual student the highest standards of learning, so that they can acquire the skills and confidence that will serve them throughout their lives.

21. The headteacher is supported well by an excellent senior management team, whose joint expertise and skills add up to a considerable force for good in the school. There is a very high level of delegation to senior managers in the school. Other members of the senior management team share the headteacher's determination to improve; they carry out their roles extremely well. For example, the standards of students' personal development are expected to be just as high as their academic achievement. Leadership at middle management level is also excellent. The faculty co-ordinators' group meets regularly and its members are key players in the development of the school. A case for major change and development must be debated within this group before being adopted.
22. One feature that stands out in the leadership of the school is the complete lack of complacency in all areas of the school's work. Parents speak highly of the management and leadership of the school. The headteacher is always looking for new ways to improve what is already a very special school. This drive to improve is shared by staff and governors; they all know that they should always be asking how standards can be raised. There are many examples of this approach in action. Each year there are 'subject reviews' where faculty co-ordinators are questioned in great detail about the examination results in their subjects. In subjects where there have been relatively disappointing results, such as the unexpected fall in the national test results in English last year, the school is quick to take effective action. In the case of English, for example, advice was sought from the local education authority.
23. The headteacher is held accountable by the governing body. Governors have an excellent knowledge of the school and are extremely well informed about standards. They are well aware of relative weaknesses and what is being done about them. The school improvement plan contains very clear targets for improvement; all of which are linked to either raising standards or providing further opportunities for students. One such development, the new sports hall, will not only provide excellent new sporting facilities but will also release valuable teaching rooms that will be used for drama. The governing body has a calendar for reviewing the progress made towards the school's targets, with deadlines for each of the initiatives. Governors also use their expertise well and play their part in leading the school forward. For instance, they used their expertise in finance to help support the raising of funds for the new sports hall and in personnel management when appointing new staff.
24. The impact of the leadership and management is a school where very high standards are the norm and the personal development of students is excellent. That these standards have been achieved with average funding is testament to the high quality of the financial management; the school provides excellent value for money.

WHAT COULD BE IMPROVED

Students do not yet have sufficient opportunities to study the performing arts.

25. The school has a good curriculum in Years 10 and 11. However, students do not have sufficient opportunities to study the performing arts. A lack of appropriate accommodation limits the opportunities for students to participate in drama and dance. The school already has plans to expand the curriculum by making use of accommodation that will become available when the proposed sports hall is operational.

Insufficient opportunities are provided for students to use the key skill of information and communication technology (ICT) within subjects in Years 10 and 11 to enable them to attain the very high standards evident in all other subjects.

26. The key skills that are developed well in Years 7 to 9 are not built upon sufficiently in Years 10 and 11. ICT is used well within many subjects, such as design and technology and science; students become more responsible for choosing and using ICT and information sources. However, the development of the key skill of ICT is not planned and insufficient opportunities are provided for students to attain the very high standards that are evident in all other subjects. Whilst activities that make use of ICT are planned they do not ensure that students are progressing to the highest levels. For example, students construct databases but the more advanced features of the software are not explored or exploited.

Most annual written reports to parents do not provide sufficient detail of the progress their child is making in each subject.

27. The school has worked hard since the previous inspection to develop its assessment, recording and reporting system which was identified as an area for development in the previous inspection report. The assessment of students and the recording of students' achievements are now excellent. However, most annual written reports to parents do not provide sufficient detail on what a student can and cannot do in each of the subjects; they tend to concentrate more on students' efforts and attitudes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- *Provide greater opportunities for all students to study the performing arts (para 25).
- *Ensure students make more use of ICT within subjects in Years 10 and 11 so that they can attain the very high standards that are evident in all other subjects and that they progress to the highest levels possible (para 26).
- Ensure that the annual written reports to parents provide sufficient detail of the progress their child is making in each subject by using the examples of good practice already used (para 27).

The items marked with an asterisk* are already identified as areas for improvement within the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and students	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	46	23	10	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 students

Students on the school's roll

	Y7– Y11	Sixth form
Number of students on the school's roll	746	285
Number of full-time students known to be eligible for free school meals	3	N/a

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	0	0
Number of students on the school's special educational needs register	29	9

English as an additional language

	No of students
Number of students with English as an additional language	16

Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	7
Students who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.5
National comparative data	7.6

Unauthorised absence

	%
School data	<0.1
National comparative data	1.0

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

	Year	Boys	Girls	Total
Number of registered students in final year of Key Stage 3 for the latest reporting year	2000	0	148	148

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	N/a	N/a	N/a
	Girls	148	148	148
	Total	148	148	148
Percentage of students at NC level 5 or above	School	100(98)	100(98)	100(97)
	National	63(63)	65(62)	59(55)
Percentage of students at NC level 6 or above	School	88(97)	99(98)	95(93)
	National	28(28)	42(38)	30(23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	N/a	N/a	N/a
	Girls	148	148	148
	Total	148	148	148
Percentage of students at NC level 5 or above	School	99(100)	100(100)	100(100)
	National	64(64)	66(64)	62(60)
Percentage of students at NC level 6 or above	School	95(99)	95(97)	97(95)
	National	31(31)	39(37)	29(28)

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
	2000	N/a	149	149

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	N/a	N/a	N/a
	Girls	149	149	149
	Total	149	149	149
Percentage of students achieving the standard specified	School	100 (100)	100(100)	100(100)
	National	47.4(46.6)	90.6(90.9)	95.6(95.8)

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

GCSE results		GCSE point score
Average point score per student	School	62(60)
	National	38.4(38)

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 students who achieved all those they studied	School	0	0
	National		N/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	N/a	140	140

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	N/a	22.2	22.2(22)	N/a	N/a	N/a
National	17.7	18.6	18.2(17.9)	2.6	2.9	2.7

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 students who achieved all those they studied	School	0	0
	National		76.5

Ethnic background of students

	No of students
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	2
Indian	22
Pakistani	4
Bangladeshi	0
Chinese	6
White	856
Any other minority ethnic group	137

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	55
Number of students per qualified teacher	18.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	9
Total aggregate hours worked per week	200

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78.6
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Average teaching group size: Y7 – Y11

Key Stage 3	25.9
Key Stage 4	22.0

Financial information

Financial year	1999/2000
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	£
Total income	2559316
Total expenditure	2619291
Expenditure per student	2547
Balance brought forward from previous year	247102
Balance carried forward to next year	187127

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1031
Number of questionnaires returned	319

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	39	8	1	1
My child is making good progress in school.	61	37	1	0	0
Behaviour in the school is good.	48	48	1	0	3
My child gets the right amount of work to do at home.	29	61	7	1	1
The teaching is good.	43	54	2	0	1
I am kept well informed about how my child is getting on.	35	52	12	0	1
I would feel comfortable about approaching the school with questions or a problem.	61	34	3	1	1
The school expects my child to work hard and achieve his or her best.	84	15	0	0	0
The school works closely with parents.	40	50	8	1	2
The school is well led and managed.	69	29	2	0	1
The school is helping my child become mature and responsible.	63	31	3	1	2
The school provides an interesting range of activities outside lessons.	43	46	8	2	2