

# **INSPECTION REPORT**

## **BISHOP LUFFA SCHOOL**

Chichester

LEA area: West Sussex

Unique reference number: 126097

Headteacher: Mr J Ashwin

Reporting inspector: Mr M Milton  
1723

Dates of inspection: 16<sup>th</sup> to 18<sup>th</sup> May 2000

Inspection number: 186977

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11-18
Gender of pupils:	Mixed
School address:	Bishop Luffa School Bishop Luffa Close Chichester West Sussex
Postcode:	PO19 3LT
Telephone number:	01243 787741
Fax number:	01243 531807
Appropriate authority:	Governing body
Name of chair of governors:	Mrs R M Moriarty
Date of previous inspection:	26.02.1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
M Milton	Registered inspector
S Cash	Lay inspector
J Lovgreen	Team inspector
J Challands	Team inspector
T O’Sullivan	Team inspector
P Fyans	Team inspector

The inspection contractor was:

Qualitas Education Consultants Limited  
Langshaw  
Pastens Road  
Limpsfield Chart  
Oxted  
Surrey  
RH8 0RE

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London WC2B 6SE

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- Pupils achieve well and standards are high.
- It is a caring Christian community, which values all pupils and helps them achieve well, especially through the extremely effective assessment system.
- Pupils behave well, and are keen to learn and do their best.
- Pupils have many opportunities outside the classroom, including sports, music, drama and the Duke of Edinburgh's Award.
- Teaching was very good or better in almost 40% of lessons seen.
- Students continue to make very good progress in the sixth form.
- Links with the community give pupils some really good learning opportunities.

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- The monitoring and support of teaching, as the quality of some teaching does not enable pupils to make the best possible progress.
- The use of information technology by most subjects at Key Stage 4, as all classes do not have the same experience of using computers.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bishop Luffa School is a large mixed comprehensive school with 1,288 pupils. There are 236 pupils in the sixth form. It is an Anglican school and religious education and acts of collective worship are based on the teachings of the Church of England. The school is a technology college, and has additional resources for information technology, design and technology, mathematics and science. Also, it has become a Beacon school and has some extra resources to share good practice with other schools. Very few pupils are from ethnic minority backgrounds. The proportion of pupils on the register of special educational needs is well below national averages. The pupils on the register have a wide range of special needs including physical, sensory and learning aspects. The proportion of pupils known to be eligible for free school meals is well below national averages. Pupils' attainment on entry is well above average.

### **HOW GOOD THE SCHOOL IS**

The school is very effective as standards are high because of good teaching and an ethos which fosters good behaviour and hard work. Relationships are extremely supportive of all pupils, who enjoy school and want to do their best. Out-of-lesson activities provide pupils with many opportunities. The leadership and management are very effective in many ways. The expenditure per student is below the national average, and the school provides very good value for money.

#### **What the school does well**

- Pupils achieve well and standards are high.
- It is a caring Christian community, which values all pupils and helps them to achieve well, especially through the extremely effective assessment system.
- Pupils behave very well, and are keen to learn and do their best.
- Pupils have many opportunities outside the classroom, including sports, music, drama and the Duke of Edinburgh's Award.
- Teaching was very good or better in almost 40% of lessons seen.
- Students continue to make very good progress in the sixth form.
- Links with the community give the pupils some really good learning opportunities.

#### **What could be improved**

- The monitoring and support of teaching, as the quality of some teaching does not enable pupils to make the best possible progress.
- The use of information technology by most subjects at Key Stage 4, as all classes do not have the same experience of using computers.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school is much improved since it was last inspected in February 1996. Since then, the key issues have been addressed although improvements to information technology and the library have not yet been completed. Exam results have improved at a faster rate than the national average rate of improvement, and the overall quality of teaching has improved a little. In the last three years, the school has become a technology college and beacon school, as well as receiving the awards of Investor in People and Sportsmark. It is committed to continue to raise standards and to improve the quality of the education it provides.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	A*	A*	A*	A*
A-levels/AS-levels	A	A	A	

**Key**

Very high A

Well above average A

Above average B

Average C

Below average D

Well below average E

The results of the 1999 Key Stage 3 national tests in English, mathematics and science were well above average for all and similar schools. The average GCSE result per student was very high and in the top 5% of all schools nationally. GCSE results in 1999 were particularly good in business studies, geography, history, design and technology, and information technology. Almost all results were above national averages. Over the last four years, the Key Stage 3 and GCSE results have improved more than the national average improvement for all schools. A-level results are well above average for all schools. The school's targets for examination results are sufficiently challenging. Pupils achieve very well, and the school adds value to the standards they attain.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are highly motivated in lessons. They are eager to learn and do their best. Their attitudes are excellent.
Behaviour, in and out of classrooms	Behaviour is very good within the relaxed and friendly ethos of the school. Only one pupil has been excluded for a fixed term in the current school year, which is below average. Eleven pupils were excluded for a fixed term last year.
Personal development and relationships	Relationships amongst pupils and between pupils and adults are excellent. Pupils respect, support and help each other. They take any opportunities for initiative and responsibility. All are self-confident and have good levels of self-esteem. They value discussion and the views of others.
Attendance	Very good; it is well above national averages. Unauthorised absence is well below national averages. Lessons start punctually.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	No lessons seen	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.*

During the inspection, Year 10 pupils were taking school examinations, and Year 11 had started their study leave for GCSE. 95% of lessons seen were satisfactory or better, 39% were very good or better, 64% were good or better, and 5% were unsatisfactory. At Key Stage 3, the quality of teaching in the English, mathematics and science lessons seen varied from satisfactory to excellent, and was good overall. Particular strengths of teaching are teachers' good subject knowledge, thorough preparation for exams, an interesting variety of tasks completed at a good pace, and high expectations of pupils' work and behaviour. In some very good lessons, teachers shared the learning objectives with the pupils at the start, and then reviewed progress towards them at the end. Particular weaknesses seen in a few lessons were tasks that did not challenge the pupils, and insufficient opportunities for pupils to think and learn for themselves. The skills of literacy and numeracy are effectively taught. The teaching generally meets the needs of all pupils. Pupils' learning is good with no particular weaknesses. Pupils work at a good pace to gain new knowledge, understanding and skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced, and meets statutory requirements except for some aspects of Key Stage 4 information technology. The breadth has been improved by the introduction of a GNVQ course at Key Stage 4. It is enhanced by excellent extracurricular activities. The personal and social education programme includes sex, drugs and careers education. All Years 10 and 12 pupils have a work experience programme, and some visit Europe for this. Time was not well used in three form tutorial sessions seen, although some were very good.
Provision for pupils with special educational needs	There is some excellent specialist provision for pupils with special educational needs, and the pupils make very good progress in these lessons. Overall, pupils make good progress and are well integrated into the school's life. Some subjects and teachers liaise effectively with the special needs department, but this liaison is not as consistent as it should be.
Provision for pupils with English as an additional language	The school makes appropriate provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The strong Christian ethos makes a significant contribution to the quality of relationships and to the moral and social development of the pupils. There are some good opportunities for spiritual development in English, but such planned opportunities are not provided by all other subjects. Excellent opportunities are provided for cultural development especially through music and drama productions.
How well the school cares for its pupils	This very caring school values all pupils, and successfully helps them all to make very good progress with their learning. The excellent assessment system is used to track the standards of individual pupils and monitor their progress towards challenging targets. There are sound procedures for child protection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very effective leadership has a major impact on the school's extremely positive ethos. The headteacher and senior managers know the school well and have helped to create an atmosphere of high expectations in a caring system. This has resulted in high standards. There is

	a strong commitment to secure further improvements to standards but systems and planning do not fully support this. It is good that action is being taken to improve some teaching in mathematics and science. There is some very good management by heads of house and some subject leaders (eg modern languages and design and technology), but the overall quality of subject management is too variable.
How well the governors fulfil their responsibilities	The governing body is very involved in the life of the school, and is committed to raising standards. It gives very effective support to the school whilst checking its quality, direction and improvement. It fulfils its statutory responsibilities.
The school's evaluation of its performance	There is very effective evaluation of school and departmental progress, and of public examination results. Although there is some systematic monitoring of teaching, it is not effective enough as there is some satisfactory teaching that should be better. There has not been a formal evaluation of aspects of the curriculum in action, such as personal and social education, and the use of the form tutorial sessions. Some aspects of departmental self-evaluation are good, such as the monitoring of the quality of work in pupils' history exercise books.
The strategic use of resources	The principles of best value are implemented to a satisfactory extent. There is a sound system for allocating resources to subjects but links between the educational priorities of the school development plan and the budget are not explicit. The school development plan and subject development plans do not closely link targets to the tasks needed to achieve them. Also, those responsible for particular tasks are not identified, together with any resource implications of the task. Technology college funding has been used effectively to raise standards. Sixth-form provision is cost effective.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high academic standards.</li> <li>• The school is a caring Christian community, and helps their children become mature and responsible.</li> <li>• Teachers know their classes well.</li> <li>• There is a natural control of anti-social behaviour.</li> <li>• Their children like school and make good progress.</li> <li>• Teaching is good and expectations are high.</li> <li>• Pupils' behaviour is good.</li> <li>• The school is well managed and led.</li> <li>• The school works closely with parents who are well informed about their children's progress.</li> <li>• The range of activities outside of lessons.</li> <li>• They feel comfortable when approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant concerns were raised by more than a few parents.</li> </ul>

Parents are very supportive of the school, and this support contributes to the high standards their children achieve. The inspection evidence supports parents' views.



## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

- **Pupils achieve well and standards are high.**
- 1. The results of the 1999 Key Stage 3 national tests in English, mathematics and science were well above average for all and similar schools. The average GCSE result per student was very high and in the top 5% of all schools nationally. GCSE results in 1999 were particularly good in business studies, geography, history, design and technology, and information technology. All results were above national averages in 1999 except for drama. However, drama had above-average results in 1998. Over the last four years, the Key Stage 3 and GCSE results have improved more than the national average improvement for all schools. A-level results are well above average for all schools. In 1999, results were particularly good for physical education, English, geography, economics, psychology, art, design and technology, business studies and biology. Students did not do as well as expected from their GCSE results in six other subjects but these results were not part of a general pattern, and the results in these subjects were better in 1998. In 1999, only chemistry had a pass rate below the national average for A level. Sixth formers achieve very well, and the school adds value to the standards they attain.
- **It is a caring Christian community, which values all pupils and helps them to achieve well, especially through the extremely effective assessment system.**
- 2. Teachers know individual pupils very well and respond to them in an extremely positive and supportive way. Students of all levels of attainment feel valued by the school and appreciate the education and opportunities it provides, which include a distinctive Christian element. The school's assessment system identifies how much progress pupils are making. Underachievement is identified at an early stage and successful strategies are used to help pupils to improve, often involving a partnership of teachers, parents and pupils. At the same time, there is appropriate recognition of pupils achieving well. A pupil mentoring system is developing, and Key Stage 4 pupils and sixth-formers are involved in individual target setting which is effectively monitored. Heads of house and form tutors ensure that pupils lacking self-confidence are given appropriate encouragement. The school has systematic and effective ways of monitoring attendance and behaviour, and relating these to patterns of achievement.
- **Pupils behave very well, and are keen to learn and do their best.**
- 3. Pupils' attitudes are excellent and their behaviour is very good. They are keen to contribute to lessons and eager to achieve well, especially when the teaching is stimulating. Their learning skills are good and pupils ask questions and discuss any difficulties they face. When given the opportunity, they use their initiative and take responsibility for their work, as in design and technology, and mathematics investigations. Pupils' very positive behaviour and attitudes make an important contribution to their progress. For example, many pupils write copious amounts in English and other subjects. In only one lesson, the attitudes and behaviour of a significant minority of pupils were unsatisfactory, and this was because of inappropriate tasks and weaknesses in classroom management.
- **Pupils have many opportunities outside the classroom, including sports, music, English and drama, and the Duke of Edinburgh's Award.**

4. The wide variety of extracurricular activities enriches the curriculum for many pupils.  
Extracurricular sports include a good range of traditional team games for which there are many fixtures with local schools. In addition to these, there are other sports such as judo, fencing and badminton which are supported by coaches from outside the school. Teams and individuals are successful in local, county and national competitions in a wide variety of sports. The school has a tradition of involvement in the Duke of Edinburgh's Award Scheme, and each year about fifty pupils achieve bronze awards, about thirty achieve silver and about fifteen achieve gold.
  5. Every pupil is offered tuition in all orchestral instruments, piano, electric guitar and drums through either the local education authority's peripatetic scheme or the school's own network of tutors. More than 200 pupils are currently playing instruments. There are a large number of choirs and instrumental ensembles which perform at major local and regional events as well as contributing to the high quality of productions and concerts within the school. Music is a significant strength of the school.
  6. There are regular writing workshops, and the best of pupils' writing is published in an annual magazine. Writing from the magazine has been awarded many local and national prizes. Every year, professional actors read selections from the magazine at a writing performance evening. The school has a strong tradition of high-quality major play productions which involve large numbers of pupils from different year groups. Pupils enjoy and greatly benefit from the house drama festival, which demands initiative, organisation and creativity from all those who participate. With the addition of a drama club and a good range of theatre workshops and theatre visits, the opportunities provided for drama are excellent and of great value to the social and cultural life of the school.
- **Teaching was very good or better in almost 40% of lessons seen.**
7. Teaching was excellent in 12% of lessons seen, and very good in 27%. This teaching resulted in very good or excellent learning by the pupils. The strengths of the teaching in these lessons included:
    - teachers' very good subject knowledge which was used to interest the pupils and develop their knowledge and understanding, for example, in an A-level physics lesson on particles and waves when very clear explanations engaged and involved all of the students;
    - good use of a variety of learning resources, as in Year 7 lessons for music and art;
    - an interesting variety of tasks completed at a good pace, as in a German lesson when time limits were given for each activity;
    - challenging the pupils to use and extend their existing knowledge and skills;
    - high expectations of both pupils' behaviour and attitudes, and their standards of work, as in a Latin lesson where there was an intensity to the learning but without a sense of pressure;
    - checking pupils' progress against their targets and setting new targets, as in a lesson for pupils with special educational needs;
    - sharing the learning objectives with the pupils and making sure that they know the criteria that will be used to assess their work, as in a Year 8 art lesson in which pupils developed skills with different media and increased their understanding of surrealism;
    - reviewing pupils' progress in a brief whole-class activity at the end of a lesson, as in a Year 7 English lesson when pupils had written letters to an imaginary sixth-former about themselves;
    - making sure that all pupils are fully engaged and involved in the work, as in an A-level mathematics lesson on integration where a booklet enabled pupils to check what they knew and understood, and to identify gaps in their knowledge;
    - very good demonstrations of skills, as in music, art and design and technology;
    - effective use of information technology by other subjects, such as English, German and history;
    - thorough preparation of pupils for examinations, for example, in an A-level history lesson which focused on remedying an identified weakness and gave important guidance about answering essay questions in the exam;

- providing opportunities for pupils to use their initiative and take responsibility for their learning as in a Year 8 design and technology lesson where pupils selected the tools and materials to use based on their individual and very well-structured designs;
  - matching work to the different levels of attainment in the class, as in a Year 8 geography lesson which included extension materials for the higher-attainers and support materials for the lower-attainers.
- **Students continue to make very good progress in the sixth form.**
8. The sixth form is a strength of the school. Results are well above the national average, and the A-level pass rate in 1999 was a record for the school. There is a broad curriculum targeted at the needs and aspirations of the students. Students are provided with curriculum information of a high quality. Plans are well advanced for the changes that will be made to the curriculum from September 2000. The quality of teaching is good. A factor contributing to this is the monitoring of teaching by the headteacher who provides staff with written feedback after observations. Students have very good opportunities for community service outside the school as well as being actively involved in the life of the school through, for example, sport, music and drama. The annual fashion show organised by the sixth form is an excellent 'bonding' activity for all sixth form students.
  9. There is a tightly-structured, comprehensive monitoring and assessment system, with very focused target setting for individual students. Students receive good support and guidance. The head of sixth form provides very effective leadership and good management. Policies and monitoring are very good, and change is managed with skill and foresight.
- **Links with the community give pupils some really good learning opportunities.**
10. The school has a very wide range of links with the community. These make a strong contribution to pupils' personal development as, for example, sixth formers are involved in community service through a local charity, and the large numbers taking the Duke of Edinburgh's Award complete the service section. There is good provision for work experience which is provided for Years 10 and 12. Many local businesses contribute to an annual careers convention which is attended by many pupils and their parents. About eighty sixth formers take a young enterprise course which involves groups of students setting up and running companies with advice from members of the local business community. Seven teachers have had placements in industry this year and some of these resulted in direct improvements to the curriculum. Speakers from the community contribute to personal and social education lessons, acts of collective worship and special services, such as the Eucharists for each year group. There are strong links with the local parishes and, for example, a parish youth worker runs a weekly club at the school. Master classes organised by the school and local education authority provide pupils with some good opportunities in different subjects, such as design and technology and information technology. The school's work as a Beacon school is at an early stage of development and it has received a number of requests for support. However, some pupils have already had good opportunities to work on a mathematics project in a local primary school.

## **WHAT COULD BE IMPROVED**

- **The monitoring and support of teaching, as the quality of some teaching does not enable pupils to make the best possible progress.**
11. Pupils did not make enough progress in 5% of lessons seen. A weakness in these lessons was that the tasks lacked challenge as they required pupils to extract factual information, which had already been discussed as a whole class, from a book or worksheet and record it in their exercise books. In

one lesson, the teaching was too dependent on a worksheet, and the tasks did not stimulate the pupils who found the work irrelevant to their needs or interests.

12. In 27% of lessons seen, the teaching enabled pupils to make sound progress but there were relative weaknesses which prevented pupils from making the best possible progress. These weaknesses included:
  - missing opportunities to challenge higher-attainers by, for example, using follow-up questions during question-and-answer sessions;
  - insufficient opportunities for pupils to think and learn for themselves;
  - not drawing the lesson to a close by reviewing what had been learnt and checking this against the lesson's learning objectives;
  - slow pace with, for example, no time limits for a task;
  - not ensuring that all pupils are actively involved in the lesson;
  - marking that does not include comments which show pupils how they can improve their work;
  - whole-class teaching which does not use any visual material and is dull for the pupils;
  - insufficiently effective classroom management when, for example, pupils talk while the teacher is talking or pupils make too much noise while they are working;
  - a lack of awareness of the pupils' response during whole-class teaching.
13. The school has a limited programme of monitoring and support for teaching which is targeted on particular groups of teachers rather than all teachers. To improve the quality of teaching so that all pupils make the best possible progress, the school should ensure that all teachers receive the necessary support to improve their skills and effectiveness.
- **The use of information technology by most subjects at Key Stage 4, as all classes do not have the same experience of using computers.**
14. Since the last inspection, the school has made important improvements to its provision of computers. There are now three computer suites, and the largest of these is available to be booked by other subjects wishing to use information technology as part of their teaching. In addition, a cluster of computers has been created in the design and technology area.
15. As well as improving the availability of computers, their use has improved a great deal too. The GCSE results are very good, and an A-level course has been introduced in the current Year 12. During Key Stage 3, all pupils follow taught courses in Years 7 and 9, and these cover the requirements of the National Curriculum. At Key Stage 4, about one-third of the pupils take a GCSE course in information technology. Other pupils are intended to cover the requirements of the National Curriculum through their use of information technology in other subjects. All other subjects make some use of computers to improve pupils' learning. For example, each modern languages class uses computers at least once per term for word processing, desk-top publishing or CD-ROMs. In design and technology, some pupils use computer-aided design and manufacture, and control software. Many use the Internet for their individual research which is an integral part of the design-and-make process common to all work within the faculty. However, as the faculty is aware, not all pupils use these applications on their design and technology courses.
16. In mathematics, pupils use a program to write routines which control the movement of the cursor on the computer screen, as well as using graphic calculators in each year. In science, many pupils use data logging devices to record the results of experiments on a computer. The physical education department uses a program to enable video pictures to be used to analyse athletic movement.
17. The Internet is used for research in several subjects. For example, in a Year 9 history class, pupils used three web sites to research Al Capone and the St Valentine's Day Massacre. The school has set up its own internal Internet (or Intranet) which pupils can access from school or their homes.

Each subject has its own web site. The development of these sites is at an early stage but several include good resources, including the mathematics and history sites.

18. A very good feature of the use of information technology by some subjects, including modern languages and history, is that they have started to ensure not only that the use of computers improves pupils' learning of their subjects, but that the information technology is pitched at challenging levels for the pupils. Information technology is effectively managed both as a taught subject and as a resource used by all other subjects. Many improvements are being made at present. The strengths and weaknesses of provision have been accurately identified. As the school is aware, although the Key Stage 4 subjects cover the necessary parts of the National Curriculum between them in some of their teaching, there is not a system for ensuring that those who do not take the GCSE in information technology cover all the necessary aspects of the National Curriculum. A well-structured development plan for improvements in the use of information technology by other subjects is being compiled.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

19. To further raise standards, the governing body, headteacher and staff should:

- Improve the monitoring and support of teaching by:
  - developing and implementing a whole-school scheme for the monitoring and support of teaching by senior managers and subject leaders;
  - involving all staff in the identification of the qualities of good teaching;
  - providing the necessary training for all teachers, senior managers and subject leaders.
- Ensure that all Key Stage 4 classes make the same good use of information technology to enhance their subject learning and improve their information technology skills by:
  - completing the whole-school development plan for improving the use of information technology by other subjects;
  - having departmental development plans that are well structured and include appropriate targets for improving the use of information technology in their teaching;
  - implementing the plans for staff training and improvements to the provision of computers.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	27

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	27	25	32	3	2	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	1052	236
Number of full-time pupils eligible for free school meals	30	3

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	14	0
Number of pupils on the school's special educational needs register	149	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

Authorised absence		Unauthorised absence	
	%		%
School data	5.5	School data	0.1
National comparative data	7.9	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*

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	104	106	210
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	95	93	95
	Girls	103	90	94
	Total	198	183	189
Percentage of pupils at NC level 5 or above	School	94 (96)	87 (85)	90 (85)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	53 (76)	70 (64)	56 (60)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	92	93	98
	Girls	104	93	98
	Total	196	186	196
Percentage of pupils at NC level 5 or above	School	93 (97)	89 (89)	93 (90)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	62 (79)	72 (66)	55 (60)
	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	108	208

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	71	98	99
	Girls	86	106	107
	Total	157	204	206
Percentage of pupils achieving the standard specified	School	75 (79)	98 (99)	99 (99)
	National	46.6 (44.6)	90.9 (89.6)	95.8 (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	57 (57)
	National	38 (38.6)

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	62	60	122

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	19.2	19.9	19.6 (18.2)	4.0	4.0	4.0 (2.5)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	1270
Any other minority ethnic group	13

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	14	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: Y7 – Y13**

Total number of qualified teachers (FTE)	73.6
Number of pupils per qualified teacher	17.5

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	20
Total aggregate hours worked per week	483

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	78.7%
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	23.4
Key Stage 4	22

### ***Financial information***

Financial year	1999-2000
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	£
Total income	3,088,750
Total expenditure	3,152,773
Expenditure per pupil	2,445
Balance brought forward from previous year	32,503
Balance carried forward to next year	-31,520

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	1,288
Number of questionnaires returned	391

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	5	1	0
My child is making good progress in school.	54	42	4	0	1
Behaviour in the school is good.	46	50	3	0	1
My child gets the right amount of work to do at home.	28	55	14	1	1
The teaching is good.	45	52	1	1	1
I am kept well informed about how my child is getting on.	39	49	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	31	6	1	2
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	37	52	10	1	1
The school is well led and managed.	64	32	2	0	1
The school is helping my child become mature and responsible.	59	37	3	0	2
The school provides an interesting range of activities outside lessons.	42	46	6	1	4