

INSPECTION REPORT

SIMON BALLE SCHOOL

Hertford

LEA area: Hertfordshire

Unique reference number: 117519

Headteacher: Mrs Alison Saunders

Reporting inspector: Ross Maden
2793

Dates of inspection: 10 –12 January 2001

Inspection number: 187260

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11-18 years

Gender of pupils: Mixed

School address: Mangrove Road,
Hertford,
Hertfordshire

Postcode: SG13 8AJ

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Appropriate authority: The governing body

Name of chair of governors: Mr Peter Breckon

Date of previous inspection: March 11 –15 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	
Pupils' 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	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Simon Balle School is a comprehensive school educating boys and girls in the age range of 11-18. There are 1038 pupils in the school including 210 in the sixth form. The proportion of pupils eligible for free school meals is 4.9 per cent, which is below the national average. Fourteen pupils have English as an additional language but none of these pupils is in the early stages of learning English. The school is over-subscribed, with pupils coming from local primary schools in Hertford and the surrounding areas. There are 172 pupils on the school's special educational needs register and 13 of these have Statements of Special Educational Needs. These figures represent percentages which are below the national averages.

Pupils' attainment on entry is above the national average. The proportion of adults with higher education and the proportion of children in high social class households in the local wards are above the national average. The proportions of minority ethnic children and of children living in overcrowded households are well below the national average.

HOW GOOD THE SCHOOL IS

Simon Balle is a good school with strengths outnumbering its weaknesses. The school achieves high standards in most areas of its work. Pupils' attitudes to learning and their behaviour are good. Attendance is well above the national average. The quality of teaching is good. There are very good arrangements to support the pastoral care for all pupils. The school is very well led and has clear strategies for raising achievement. The school has made satisfactory progress since its last inspection. The weaknesses that remain relate to the amount of time for religious education. The school provides good value for money and the sixth form is cost-effective.

What the school does well

- Standards achieved in national tests at the end of Key Stage 3 and Key Stage 4 are well above average.
- Teachers use a wide range of appropriate teaching methods in their lessons and the planning for lessons is of a very high quality.
- The headteacher, ably supported by her senior management team, provides very good leadership and effective management.
- There is a very wide range of extra-curricular activities and many educational visits to improve the quality of the school's curriculum.
- The care and support for pupils and students is a real strength, creating a climate of security and well-being that improves the effectiveness of the curriculum and pupils' performance.
- The school fosters excellent relationships between pupils.

What could be improved

- The use of assessment data to set targets for pupils and the identification of strategies to measure progress towards targets.
- The amount of time for religious education at Key Stage 4 and in the sixth form and the provision for all pupils of a daily act of collective worship.

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 March 1996, satisfactory improvements have been made. In 1995, 67 per cent of pupils gained five GCSE grades A*-C and this has increased to 72 per cent in 2000. Attendance has improved. The low levels of exclusions have been maintained. The average points score at A level was 17.8 in 1995, but this has fallen to 16.9 in 2000. In tackling the key issues identified in the last inspection report the governors have made satisfactory progress. Weaknesses in special

educational needs and information technology have been tackled and these areas are now strengths in the school. Other issues have been tackled effectively with the exception of providing pupils with a daily act of collective worship and the provision for religious education. The quality of teaching has significantly improved since the last inspection. The school is well-equipped for further improvement.

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	A
A levels/AS levels	D	B	C	

Key	
well above average	A
Above average	B
average	C
below average	D
well below average	E

Pupils' results in national tests at age fourteen in the year 2000 were well above the national average in English, mathematics and science. Girls perform more highly than boys in English but boys' performance is well above average compared with boys nationally. In mathematics and science boys perform more highly than the girls, but girls' performance is well above average compared with girls nationally.

Compared with schools with pupils of a similar background, pupils in this school achieve results which are above average in English. In mathematics and science they achieve results which are well above average.

Pupils' results in the most recent GCSE examinations are well above the national average and when compared with schools with pupils of a similar background. In 2000, pupils achieved particularly high GCSE results in French, English, mathematics, history, information and communication technology and statistics when compared with their results in other subjects within the school. The pattern for 1999 was similar, with particularly high results in mathematics, history, German, French and communication studies. In 2000, results in art and design, design and technology, geography and physical education were above the national figures for the proportion of pupils gaining grades A*-C but comparatively lower than for other subjects within the school. The school's targets for attainment at GCSE are challenging but reflect the very high standards achieved in previous years.

In 2000, results at A level were close to the national average. A level results over the last three years have been close to the national average and reflect the school's policy of allowing some pupils with modest GCSE results to embark upon A level courses.

In the standards of work seen during the inspection pupils are above average in all subjects. Pupils' positive attitudes to learning allied to good teaching ensure that pupils make good progress. Their progress is restricted by the weakness in setting clear objectives for raising performance. In English, pupils' grasp of literary texts is good. They are competent at planning and structuring their written work, making good use of drafting, re-drafting, editing and proof reading. At Key Stage 4, they make good use of research notes to develop their understanding of literary texts. They command a wide vocabulary and most write with precision. They are confident speakers, and oral skills are a strength. In mathematics, pupils demonstrate well-developed numeracy skills. Algebraic topics, including solution of equations, are tackled very confidently by pupils. Year 11 pupils use a wide range of mathematical techniques to tackle substantial tasks and investigations. In addition to GCSE mathematics, higher-attaining pupils also achieve very high standards in the GCSE statistics examination. In science, pupils perform well above national expectations in each attainment target, including investigative work. Pupils apply their

knowledge and understanding successfully through reasoning from first principles.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to work. They are willing to learn and settle quickly in lessons. Pupils are well motivated and thoughtful and responsive to good teaching. They listen attentively and are eager to contribute in discussions.
Behaviour, in and out of classrooms	Behaviour is good in classrooms and around the school. Pupils generally behave sensibly as they move about the school. Many corridors are narrow and movement is often difficult but most pupils show a mature and sensible approach when moving around the school. There are few reported cases of bullying and most pupils have confidence in reporting such incidents in the knowledge that the school will respond effectively.
Personal development and relationships	Relationships between pupils and adults are very good. Teachers know and respect pupils. Pupils show a mature and responsible attitude and work co-operatively with one another. Relationships between pupils are excellent.
Attendance	Attendance is very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen, overall	Good	Good	No judgement

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.

High quality lesson planning has a very positive impact on pupils' learning and on the progress they make. Teaching was judged to be very good in 21 per cent of lessons; good in 46 per cent and satisfactory in 33 per cent of lessons. There were no unsatisfactory lessons. Examples of good teaching were seen in all subject areas. The quality of teaching was good in most English, art and design, geography, design and technology, history, modern foreign languages, music and science lessons. In other subjects, the quality of teaching was at least satisfactory, often good and occasionally very good. No judgement is offered on the quality of teaching in the sixth form as at the time of the inspection all students were on study leave or taking examinations.

Teachers have good subject expertise and are effective in using their knowledge of the subject they teach to prepare a range of resources to stimulate pupils' imagination. They use a range of teaching methods to involve pupils in their learning. Teachers are skilful in extending speaking and listening skills, so that they can assess pupils' knowledge and grasp of their work. In the best lessons, pupils are always challenged and are immediately involved in their learning through the use of expert questioning to gauge and extend their understanding of the work. In these lessons, teaching stimulates pupils: teachers intervene to give quality advice and develop pupils' thinking to meet the needs of pupils with special educational needs.

Most lessons have detailed lesson plans with well-ordered and timed activities that relate to previous and future learning. Pupils are given a good grounding in basic literacy skills and a satisfactory base on which to develop their numeracy skills. The school has recently introduced a draft literacy policy and most teachers place a good emphasis on reinforcing and using key words in all subjects. The school

has not yet begun to introduce a whole-school approach to developing numeracy.

Teachers share lesson objectives and the expected outcomes with pupils at the start of lessons and, as a result, pupils take responsibility for their learning and are well-motivated. Teachers help pupils successfully to understand that learning is fun and is in their best interest. Teachers are effective in making the work relevant to everyday and practical situations. Pupils are enthused by their teachers; they persevere with their learning and work productively, whether individually or in groups, to carry out research as well as to explore and develop their ideas. Pupils display a high commitment to learning and this partly explains the consistently very good results at the end of Key Stage 3 and Key Stage 4.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. At Key Stage 4, and in the sixth form there is insufficient time allocated to religious education to meet the requirements of the Agreed Syllabus. There is a very good, rich and varied programme of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. These pupils are well supported by appropriate teaching methods and by their learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good, and pupils have many opportunities in lessons and in out-of-school activities to take responsibility within the school community. The provision for moral and social development is very good. Provision for cultural development is good. Provision for spiritual development is satisfactory. Pupils have a good awareness of their own and other cultures but this is not sufficiently evident in the displays of work around the school.
How well the school cares for its pupils	The school gives a high priority to a very good range of procedures and practices to safeguard the welfare of pupils and students. This provides a happy and safe learning environment where very good attendance, good behaviour and good work habits are very effectively encouraged.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by her senior management team, provides very good leadership and effective management. The School Development Plan provides clear strategies for school improvement.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. They are conscientious in their duties but are failing to ensure that all pupils receive a daily act of collective worship, and the amount of time for religious education at Key Stage 4 and in the sixth form is insufficient to meet the requirements of the locally Agreed Syllabus.
The school's evaluation of its performance	The school's evaluation of its performance is good. The quality of development planning within departments is less effective than it is at senior management level.
The strategic use of	Resources are deployed effectively to meet the priorities of the School Development Plan. The school applies the principles of best value

resources	effectively in its financial transactions.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school helps children to become mature• The school is welcoming to parents• The range of extra-curricular activities• The school expects children to work hard• The school is well led and managed	<ul style="list-style-type: none">• The amount of homework set• The behaviour of pupils• Being kept well-informed of their children's progress

The inspectors agree with the judgements of the parents with regard to the issues which please parents most. The inspectors' judgement is that the tasks set for homework are appropriate, but that not all teachers are setting homework in line with the school's published timetable. Inspectors judge that most pupils behave well in school and that the rare examples of an individual's poor behaviour do not prevent other pupils from learning effectively. The reporting of progress is inconsistent and weaknesses are not adequately identified to enable challenging targets for improvement to be set.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved in national tests at the end of Key Stage 3 and at GCSE are well above average.

1. Pupils' results in national tests at age fourteen in the year 2000 were well above the national average in English, mathematics and science. Girls perform more highly than boys in English but boys' performance is well above average compared with boys nationally. In mathematics and science boys perform more highly than the girls but girls' performance is well above average compared with girls nationally.
2. Compared with schools with pupils of a similar background pupils in this school achieve results which are above average in English. In mathematics and science they achieve results which are well above average. The trend in the school's results in tests at age fourteen, despite performance being well above the national average in each of the past five years, is below the national trend. Pupils do well because amongst other factors they are well-motivated and have the right attitudes to work. However, their progress is restricted because teachers do not identify specific targets for improvement based on pupils' prior attainment.
3. Pupils' results in the most recent GCSE examinations are well above the national average. The proportion of pupils gaining A*-C grades in English, mathematics and science was well above the national average. Girls outperform boys in English language at GCSE level and boys outperform girls in mathematics and science. Pupils' achievements in GCSE are well above average compared with schools with pupils of a similar background. In 2000, pupils achieved particularly high GCSE results in French, English, mathematics, history, information and communication technology and statistics when compared with their results in other subjects. The pattern for 1999 was similar, with particularly high results in mathematics, history, German, French and communication studies. In 2000, results in art and design, design and technology, geography and physical education were above the national figures for the proportion of pupils gaining grades A*-C but comparatively lower than for other subjects. In 1999, the pattern was similar with relatively weaker performance in art and design, design and technology and physical education when compared with other subjects. The trend in pupils' average points score over the past five years is below the national trend. The weakness in why the school's trend is below the national trend is recognised in the School Development Plan, with the need to improve the quality of identifying specific targets for improvement for individual pupils based on their prior attainment. The school's targets for attainment at GCSE are challenging but reflect the very high standards achieved in previous years.
4. Pupils at both Key Stage 3 and Key Stage 4 make good progress and achieve high standards in National Curriculum tests and in GCSE results because they are well taught. Pupils are well-motivated and the ethos for learning in the school is high.

Teachers use a wide range of appropriate teaching methods in their lessons and the planning for lessons is of a very high quality.

5. At the time of the previous inspection, in March 1996, the inspectors judged that nearly one lesson in six seen was unsatisfactory. In this current inspection no lessons were judged to be unsatisfactory. This shows significant improvement over the last five years. One of the reasons for this has been the importance attached to raising the quality of teaching and learning as recognised in the priorities of the School Development Plan.
6. The quality of lesson planning by all teachers is very good. Within teaching groups tasks are set to meet the varied needs of the pupils. More able pupils are offered extension work when appropriate and pupils with special educational needs are set tasks which match their needs. The impact of effective planning is that the pace of learning is brisk and time is not wasted.

Expectations are high and pupils are set thoughtful and challenging tasks. Most teachers are also sharing with pupils at the start of the lesson what the aims for the lesson are and returning effectively to the aims at the end of the lesson to test pupils' understanding of what they have learnt.

7. The other major reason for the brisk pace of learning is that pupils undertake a variety of activities in any one lesson. Teachers are very good at setting time-limits for activities before moving on to the next task. For example, a Year 11 geography lesson, which lasted one hour, consisted of seven specific activities. The lesson started with a re-cap of the previous lesson. This was followed by pupils working in pairs for ten minutes followed by ten minutes of whole-class discussion, which led to an individual task using worksheets and atlases. A further ten minutes was spent in discussing climate, followed by the individual completion of a data sheet. A feature of the planning for this particular lesson was that it was shared by all the teachers of Year 11 geography groups, saving the time of individual teachers and making the best use of the particular expertise of each.

The headteacher, ably supported by her senior management team, provides very good leadership and effective management.

8. The school benefits from very good leadership. The members of the governing body are knowledgeable about the strengths and weaknesses of the school. They support the headteacher and the school. The headteacher provides very good leadership and she is well supported by her senior management team. One of their strengths is their presence around school, especially at the start and end of the day but also at breaktimes and lunchtimes. Pupils are confident in approaching the headteacher and senior staff if they have concerns. The quality of the School Development Plan is excellent. It identifies clear targets for improvement with clear strategies of how targets will be met. The targets are challenging but realistic, with specific timescales and responsibilities clearly identified. The quality of the senior management's evaluation and monitoring of the work of the school is very good and this is used to good effect in determining the priorities for the school development plan.
9. The quality of middle management is mainly good. It is effective in ensuring a consistent approach to improving teaching methods. Departments have accepted responsibility for supporting pupils with special educational needs. Considerable efforts have been made to ensure that teaching materials are appropriate and meet the needs of these pupils. In this task they are well supported by the special needs co-ordinator and her team of learning support assistants. Department development planning is not as strong as whole-school development planning. There is a weakness in the use of monitoring data to set challenging targets for improvement.

There is a very wide range of extra-curricular activities and many educational visits which improve the quality of the schools' curriculum.

10. As the governors recognised in their annual report to parents in 2000 the school is noted for the wide range of activities and clubs that students take part in.' The inspectors agree with this judgement. For the past three years the school has, in recognition of its efforts, received certificates of merit from the national body for extra-curricular activities.
11. The school's policy states that 'activities should support learning and encourage students to be independent learners, developing the skills and knowledge needed to participate fully in society.' An outstanding example of how this policy is put into practice was the effort led by a sixth form student to organise a dance production. The event raised £1,700 for the NSPCC but there were many other achievements than simply the amount raised for charity. The dancers spent many hours after school in rehearsing their routines. They were supported by many others who freely worked backstage to make sure that the event was a success. The sense of achievement and their pride in the success of the venture is well documented, as is the appreciation of the audience for their efforts. Opportunities for taking responsibility and demonstrating leadership and commitment are widely available in the school. Not only can pupils represent the school in various

activities but inter-house music and drama competitions provide a platform for a greater number of pupils to demonstrate their artistic talents. This is complemented in the sixth form by a well-established and well-supported 'theatre club', with over 30 visits in the last two years to see live theatre productions.

12. The school provides a variety of residential experiences from an adventure week for pupils in Year 7 through foreign exchanges to the A level foreign field trip to China. Opportunities are taken to support learning in the classroom by the appropriate use of visits to museums and other places of interest.
13. Participation rates in sporting activities are very high. Pupils from the school have represented their country, county and district in a variety of sports. Not only can pupils represent their school but over 70 per cent of pupils took part in house events, many of which were organised by the 32 students in the school who participated in the community sports leadership award course.
14. Participation in extra-curricular activities is not confined to sporting and artistic endeavours. There are opportunities, which many pupils take advantage of, to support their learning by attending homework, computer, chess, science and spelling clubs. The computers and library are well used at lunchtimes. Pupils have many opportunities both in and out of lessons, to exercise responsibility, and they readily do so. It is surprising, in view of this, that they are not allowed to stay in school at lunchtimes and breaktimes.
15. The crucial factor in this rich variety of provision, as the governing body recognises, is the willingness of so many teachers and non-teaching staff to give up their time freely, to enable pupils and students access to so many extra-curricular activities.

The care and support for pupils and students is a real strength, creating a climate of security and well-being that improves the effectiveness of the curriculum and pupils' performance.

16. The school has excellent procedures to promote good attendance. Registers are consistently maintained and all absences are followed up efficiently, so that absence is reduced to minimal levels.
17. The procedures for managing and promoting good behaviour are also very good. Staff rigorously enforce the behaviour policy, which helps inculcate good self-discipline. Staff know pupils very well and there is an effective range of methods in place to manage a minority who present a range of challenging behavioural difficulties and to minimise any disruption. The school takes effective steps to eliminate any form of oppressive behaviour and is largely successful in this regard. Older students help and support younger pupils by a buddy system and effective peer mediation and special 'circles of friends' look after more vulnerable students. The school goes beyond normal bounds to help and counsel individuals who find school life difficult.
18. The arrangements for child protection are satisfactory and meet the statutory requirements. The designated person is newly appointed and training has been arranged. When pupils are sick or injured they receive a high level of care and those pupils who have a range of medical conditions are well known and catered for. The termly health and safety risk assessments are thorough and well managed. Issues are prioritised and are subject to swift remedial action.

The school fosters excellent relationships between pupils.

19. Relationships in the school are very good. Pupils respect teachers and in turn teachers respect their pupils. Pupils are resentful, however, when good teachers leave the school for promotion at other schools especially when they leave midway through two-year courses at GCSE or A Level. This resentment sometimes leads to new teachers and supply teachers having to work hard to gain the respect and trust of pupils.

20. The quality of relationships between pupils is excellent. In particular, in lessons, pupils work very well in co-operation with others. Teachers provide many opportunities for pupils to work together and in these situations pupils support one another. There is no fuss about who they work with. They quietly and quickly form into groups and with great maturity tackle the tasks they have been set. For example, in a Year 11 physical education lesson mixed groups of boys and girls were set a series of problem-solving activities. The pupils' responses were excellent – they collaborated well and worked hard together to be the first team to solve the challenge.
21. Outside of lessons, pupils mix freely with pupils from other year groups. There is a genuine friendliness between pupils around the school and they are courteous when talking with adults.

WHAT COULD BE IMPROVED

The use of assessment data to set targets for pupils and the identification of strategies to measure progress towards targets.

22. The school has recently started setting targets for individual pupils. The weakness in the present system is that, too often, pupils' success in achieving these targets cannot be measured. The school is not yet effective in identifying what pupils need to do to reach their targets. Little use is made of assessment data at Key Stage 2 to set targets for pupils to reach by the end of Key Stage 3. At Key Stage 4, a start has been made in the use of pupils' performance at the end of Key Stage 3 to set targets for GCSE. However, the use of this information is not well-developed.
23. In the sixth form the evidence from results at GCSE is not being used to predict potential success at A Level and A/S level and hence to set targets for individual pupils. Monitoring of students' progress on A Level courses is restricted by the failure to take into account their prior attainment.

The amount of time for religious education at Key Stage 4 and in the sixth form and the provision for all pupils of a daily act of collective worship.

24. Insufficient time is allocated for religious education at Key Stage 4 to enable the school to meet the requirements of the Agreed Syllabus. There is a similar issue in the sixth form, in that the statutory requirement for students to study religious education is not being met. These issues were identified at the time of the last inspection, but the school has made insufficient progress in tackling the problem. The inspectors are aware of the specific difficulties the school has experienced over the last five years in appointing and retaining a head of department for religious education. The inspectors have confidence in the newly-appointed head of religious education to be able to comply with the requirements of the Agreed Syllabus if the amount of time allocated to religious education is increased at Key Stage 4 and in the sixth form.
25. The quality of year assemblies is good but the accommodation limits the opportunities for each year group to have a daily assembly. However, it remains the case that the school is failing to provide a daily act of collective worship for its pupils, and is in this respect failing to meet statutory requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

- 1) improve the use of assessment data to set targets for pupils and the identification of strategies to measure progress towards targets by:
 - using Key Stage 2 data to set challenging targets for pupils to reach by the end of Key Stage ;
 - using Key Stage 3 data to set challenging targets for pupils to reach by the end of Key Stage4;
 - monitoring the performance of pupils in the sixth form in relation to their prior GCSE results;
 - making it clear to pupils what they need to do to reach their targets;
 - identify in reports to parents exactly what pupils need to do to improve.

- 2) Increase the amount of time for religious education at Key Stage 4 and in the sixth form and ensure that all pupils receive their entitlement to a daily act of collective worship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	46	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	828	210
Number of full-time pupils eligible for free school meals	38	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	13	
Number of pupils on the school's special educational needs register	172	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	5.68
National comparative data	7.6

Unauthorised absence	%
School data	0.25
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 pupils in final year of Key Stage 3 for the latest reporting year	2000	87	80	167

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	69	82	83
	Girls	69	70	67
	Total	138	152	150
Percentage of pupils at NC level 5 or above	School	83 (90)	91 (86)	90 (88)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	56 (54)	74 (67)	59 (65)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	72	84	85
	Girls	73	70	71
	Total	145	153	156
Percentage of pupils at NC level 5 or above	School	87 (84)	92 (83)	93 (88)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	51 (52)	69 (60)	62 (66)
	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	97	65

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	68	92	95
	Girls	49	65	66
	Total	117	157	161
Percentage of pupils achieving the standard specified	School	71.6 (74.8)	97.5 (98.7)	99.0 (98.7)
	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 pupil	School	55 (54.2)
	National	38.4 (38.0)

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	Year	Boys	Girls	Total

who were entered for GCE A-level or AS-level examinations

2000	49	78	127
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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	14.5 (16.1)	18.7 (17.8)	16.9 (16.9)	2.5	3.3	3.1 (3.0)
National	17.7	18.6	18.2 (17.9)	2.6	2.9	2.7 (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	1
Black – other	0
Indian	3
Pakistani	4
Bangladeshi	1
Chinese	1
White	1026
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	22	1
Other minority ethnic groups	2	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)	59
Number of pupils per qualified teacher	17.59

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	24
Total aggregate hours worked per week	463

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78.8
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Average teaching group size: Y7 – Y13

Key Stage 3	22.5
Key Stage 4	19.8

Financial information

Financial year	1999/2000
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	£
Total income	2602725
Total expenditure	2528357
Expenditure per pupil	2408
Balance brought forward from previous year	101233
Balance carried forward to next year	175601

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1038
Number of questionnaires returned	235

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	53	7	3	1
My child is making good progress in school.	35	51	10	3	1
Behaviour in the school is good.	17	62	9	5	7
My child gets the right amount of work to do at home.	21	48	24	4	3
The teaching is good.	23	60	10	1	6
I am kept well-informed about how my child is getting on.	26	61	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	50	44	4	2	0
The school expects my child to work hard and achieve his or her best.	49	41	8	1	1
The school works closely with parents.	27	56	11	3	3
The school is well led and managed.	37	48	5	4	6
The school is helping my child become mature and responsible.	40	52	3	2	3
The school provides an interesting range of activities outside lessons.	50	42	5	1	2