

INSPECTION REPORT

Wirral Grammar School for Boys

Bebington

LEA area: Wirral

Unique reference number: 105113

Headteacher: Mr A Cooper

Reporting inspector: B A Jones
18462

Dates of inspection: 8 - 11 May 2000

Inspection number: 187295

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:	Foundation
Age range of pupils:	11 - 18
Gender of pupils:	Boys
School address:	Cross Lane Bebington Wirral Postcode: CH63 3AQ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J G Russell MBE JP
Date of previous inspection:	23 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	993, (in line with the average nationally).
Pupils entitled to free school meals:	5.3%, (below the national average).
Pupils on the register of special educational needs:	1.6%, (well below the national average).
Average number of pupils per teacher:	16.3:1, (below average).

Wirral Grammar School for Boys is a selective school with a population that comprises a wide social mixture. There are very few pupils who come from ethnic minority backgrounds and only eight from homes where the first language is other than English. The academic achievement on entry is very high compared with the national average.

HOW GOOD THE SCHOOL IS

Wirral Grammar School for Boys is a very effective school. Standards are very high compared to the national average and have been maintained at this level since the last inspection. The quality of teaching is good overall and there is a significant amount of very good teaching and some teaching of the highest quality. The leadership and management are very strong and give a clear educational direction to the work of the school. The headteacher and senior staff are well supported by the governing body in their drive to maintain the highest standards. The financial administration is very efficient and the school provides very good value for money.

What the school does well

- The headteacher provides very good leadership and is well supported by other senior staff. Together they demonstrate a strong commitment to high standards.
- Pupils have maintained very high academic standards and make very good progress through the school.
- There is a good curriculum in place, particularly in the sixth form, which meets the needs of all pupils.
- The quality of teaching overall is good; a significant proportion is very good and there is some teaching of the highest standards.
- The school looks after its pupils very well. It fosters very positive attitudes and very good behaviour.
- The school makes very effective links with parents.

What could be improved

- Some teaching, whilst satisfactory overall, lacks particular features to help pupils become better learners.
- The provision of information and communication technology at Key Stage 4 needs to be developed.

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 maintained the high standards achieved at the time of the last inspection in February 1996 and has made sufficient improvements where recommended. These include the training of teachers in information technology, the implementation of a curriculum in music to meet National Curriculum requirements and the necessary improvements in registration procedures. The school has improved its accommodation for science, but has not yet replaced the accommodation for design and technology. The school has made good progress in its efforts to meet the statutory requirement for collective worship, but has not yet completed the process. There have been further improvements in the quality of teaching and the school has been assiduous in successfully addressing other minor recommendations made through the body of the 1996 report.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A*	A*	A*	C
A-levels/AS-levels	A*	A*	A*	n/a

Key

well above average A

above average B

average C

below average D

well below average E

In the 1999 National Curriculum tests at the end of Key Stage 3, the proportion of pupils reaching Level 5 and above was very high compared to the national average in all three core subjects. The proportions of pupils reaching Level 6 and above were well above the national average in English and very high in mathematics and science. The National Curriculum points score for the core subjects was in the top five per cent of all schools and the trend was broadly in line with the national trend. Results have remained at the high levels attained at the time of the last inspection and are in line with standards of boys in similar schools. Results in the National Curriculum tests for pupils aged 14 have been consistently in the highest five per cent nationally since the last inspection.

In the 1999 GCSE examinations, the proportion of pupils obtaining five or more passes at grades A*-C was in the highest five per cent nationally. The proportion obtaining five or more passes at grades A*-G was well above average. The proportion obtaining one or more passes at grades A*-G was above average. The school has maintained very high results since the last inspection, in line with results of boys in similar schools and in 1999 the targets set by the school were exceeded.

The results at GCE A-level in 1999 were in the highest five per cent nationally. The average point score was in line with the scores at the time of the last inspection and demonstrate that the high standards of that time have been maintained.

The work seen during the inspection confirms the high standards achieved in examinations. Pupils achieve very well in relation to their prior attainment, which demonstrates that the school is not complacent and works hard to avoid pupils underachieving. All pupils are given wide opportunities to excel and this is reflected in other areas of excellence in the school's work including the arts and sport.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They are proud of their school and show an enthusiasm for work and other school activities.
Behaviour, in and out of classrooms	Pupils' behaviour is usually very good in general and often exemplary in classrooms. There are a small number of exclusions.
Personal development and relationships	Pupils' personal development is very good. They enjoy very good relationships with each other and with their teachers. Pupils are mature in their approach to work and readily take on responsibility.
Attendance	Attendance of pupils is well above average and their punctuality to lessons is very good.

Pupils are proud of their school and its achievements and speak highly of their teachers. There is a very positive ethos in lessons and pupils share a commitment to work and high achievement. This commitment is reflected in the level of attendance, which is very high.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved since the last inspection. There is now more very good teaching and the incidence of unsatisfactory teaching has been all but eliminated. Over the school as a whole over three quarters of teaching is good. Overall, around 40 per cent is very good and there is a small but significant proportion of teaching of the highest order. A strength in the quality of teaching is found in the provision for sixth form students across the full range of subjects. The teaching of English and science in the main school is good and very good in mathematics. In all three, the sixth form teaching is very good.

Teachers know their subjects well, know their pupils well and demonstrate an enthusiasm for teaching their subjects. They maintain very high expectations of pupils' behaviour and the level of effort made, including in their homework. Good, enthusiastic teaching is a key feature of the majority of lessons, leading to good quality learning.

There is a shared commitment on the part of teachers and pupils to create a positive climate for learning, based upon good relationships between pupils and between pupils and their teachers. Teachers are generally successful in creating an atmosphere where pupils enjoy their lessons and expect to behave well and work hard. The result is an ethos created in the large majority of classes where pupils concentrate, learn well and make very good progress. Pupils' positive attitudes to work represent a strength in the school that is nurtured carefully.

Teachers have a very good knowledge of the examination requirements of their subjects and ally this to encouraging good learning skills. The pace of the lessons and the level of work are often carefully matched to meet the needs of all pupils. Teachers use question and answer techniques well to include all individuals and to assess the progress being made.

Teachers manage their classes well, helped by the responsible attitude taken by pupils. Target setting is used very effectively throughout the school. At individual lesson level, teachers use targets well, for example in giving pupils time targets for the completion of work to encourage concentration and effort. Where teaching is satisfactory rather than good, teachers do not use homework and marking to take pupils' work further. In these lessons, short-term planning is often cursory and on occasion teaching approaches leave the pupils with humdrum tasks to follow that do not stretch them as far as they could.

The teachers' approaches to developing literacy and numeracy skills are well considered and effective. As a result, pupils' literacy skills are very high compared to the national average. They develop very good speaking and listening skills, which they use effectively in all subjects. Reading skills are very good and writing skills are well developed. Levels of numeracy are very high, and contribute positively to the high standards seen in work across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall and particularly so in the sixth form. At present there are not enough opportunities for pupils in Years 10 and 11 to develop their skills in information and communication technology.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs and is well supported by outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' spiritual, cultural and moral development. The provision for pupils' social development is very good.
How well the school cares for its pupils	The school has very good child protection procedures. The quality of the school's care for pupils is very good and there are effective systems in place to monitor and support the development of individual pupils.

The school provides a broad and balanced curriculum that is planned, organised and taught effectively to meet the needs of all the pupils. The broad curriculum on offer in the sixth form is a particular strength and allows students a wide choice to meet their interests and aptitudes. The highest attaining pupils throughout the school and those identified as having particular talents enjoy very good provision academically and in sport and the arts. There are some unsatisfactory features at Key Stage 4. At present the school does not fully meet statutory requirements in the provision of a daily act of collective worship, nor in the full provision of design and technology at Key Stage 4 and there are insufficient opportunities for pupils to develop their skills in information and communication technology.

The pastoral care offered to pupils is very well organised and is effective in helping pupils to achieve their best standards. Pupils' progress is carefully monitored, with plans well advanced to formalise the process more closely in the next academic year through the use of information technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very well supported by the senior management team and other staff with management responsibilities.
How well the governors fulfil their responsibilities	The governing body makes a good contribution, particularly in the areas of finance, accommodation and personnel matters. It meets all statutory requirements except in providing a daily act of collective worship and full provision of design and technology at Key Stage 4.
The school's evaluation of its performance	This is a strength of the school. All aspects of the school's performance are analysed and the information used well to continue to improve. Plans are well advanced to include a more formalised system to identify and disseminate very good teaching practice.
The strategic use of resources	The school uses its financial resources most effectively to ensure that teachers are supported very effectively in their classroom duties.

The school adopts a rigorous approach to evaluating its work, particularly in the area of examination performance. It is determined in its drive to raise standards and uses information about pupils' performance very effectively in the pursuit of high standards. The management of the school is very open and all staff feel valued and know that they have a voice in the decisions made. In all its

financial dealings, the school is scrupulous in its approach to applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• High academic achievements and high levels of expectations from teachers.• Boys are proud of school, and feel well set for future careers.• Pupils are seen as individuals.• Talents flourish and gifted pupils are encouraged.• Good relationships, helping to make successful, well-rounded/mature boys.• Good school discipline.• Visits abroad and drama evenings.	<ul style="list-style-type: none">• Some accommodation needs investment and improvement.• Some pupils who are not so gifted are left behind.

The inspection team agreed with the positive views of the parents and agreed that the school should continue its efforts to upgrade some accommodation. However, the team found that pupils of all levels of attainment make very good progress through the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very good leadership and is well supported by other senior staff. Together they demonstrate a strong commitment to high standards.

1. The school is very well led by the headteacher with very good support from the members of the senior management team. Teachers with management responsibilities at all levels are clear about their responsibility and their roles in improving standards. The management of the school is very open and all staff feel valued and know that they have a voice in the decisions made. There is a shared commitment to promoting the highest standards attainable and ensuring that all pupils achieve the highest standards they can.
2. The school adopts a rigorous approach to evaluating its work, particularly in the area of examination performance. It is assiduous in its drive to raise standards and uses information about pupils' performance very effectively in the pursuit of high standards. The school uses its financial resources well to ensure that teachers are supported very effectively in their classroom duties and the bureaucratic burden on teachers is reduced to a minimum. In all its financial dealings, the school is scrupulous in its approach to applying the principles of best value.
3. The governing body makes a positive contribution to the school, particularly in aspects concerning finance, accommodation and personnel and in supporting the drive for high standards by setting challenging targets. In 1999 these targets were exceeded.
4. There are very effective systems in place that allow the school to evaluate its own performance. The collection and use of data are strengths. The school is rich in data and it is used exceptionally well to identify accurately where the school is succeeding and where it can do better. A very firm approach is taken in generating an ethos in the school where there is an expectation of pupils that they will work hard and make a positive contribution to the life of the school in a very wide sense. As a result, the school is a vibrant institution where activities in charity work and sport and the arts are very well supported.

Pupils have maintained very high academic standards and make very good progress through the school.

5. The school has a tradition of very high academic standards and these have been maintained. Boys enter the school with levels of academic ability that are very high compared with the national average. By the age of 14, pupils achieve results in the National Curriculum tests that put the school in the top five per cent nationally. Pupils make very good progress through Years 10 and 11 from a high base of ability. They maintain an examination performance at GCSE that again places them in the top five per cent nationally. The school has maintained this level of performance since the last inspection.
6. In the 1999 National Curriculum tests at the end of Key Stage 3, the proportion of pupils reaching Level 5 and above was very high compared to the national average in all three core subjects. The proportions of pupil reaching Level 6 and above were well above the national average in English and very high in mathematics and science. The National Curriculum points score for the core subjects was in the top five per cent of all schools. The trend in results maintained the high levels attained at the time of the last inspection and the school attains standards in line with boys in similar schools.
7. In the 1999 GCSE examinations, the proportion of pupils obtaining five or more passes at grades A*-C was amongst the highest five per cent nationally. The proportion obtaining five or more passes at grades A*-G was well above average. The proportion obtaining one or more passes at grades A*-G was above average. The very high average point score obtained at the time of the last inspection has been maintained and results are in line with those of boys in similar schools.

8. A strength in the provision lies in the consistency of high standards across subjects. In the 1999 GCSE examinations, results at A*-C were significantly above the national average in all subjects other than biology, where the results were still above average. There are no weak subject areas but the following subjects performed significantly better within the school than others: art, business studies, design and technology, electronics, geology and mathematics.
9. Students make very good progress in the sixth form. The results at GCE A-level in 1999 were in the highest five per cent nationally. The average point score was in line with the scores at the time of the last inspection and demonstrates that high standards have been maintained. The variation in numbers taking individual courses makes direct comparisons unreliable. However, the strongest performing subjects in 1999 were art, business studies, economics, English and music.
10. The standards of work seen during the inspection reflected the high standards achieved in examinations at all ages. Pupils achieve very well in relation to their prior attainment and this confirms that the school is not complacent and works hard to avoid any underachievement amongst pupils.
11. Pupils' literacy skills are very high compared to the national average. They develop very good speaking and listening skills, which they use effectively in all subjects. Pupils have a wide vocabulary and express their ideas and opinions fluently, from younger boys discussing poems using rich, imaginative vocabulary through to sixth form students engaging in a high level discussion of the characters and plot in "Othello". The appropriate use of technical language is encouraged, and often demanded, throughout the school and across the range of subjects. Reading skills are very good. There are many opportunities for pupils to practise the skill of reading aloud and reading is fluent, expressive and shows a high degree of understanding. Writing skills are very well developed and pupils write well and modify their writing appropriately for a wide range of purposes. They write very fluently in good English, with a high degree of accuracy in spelling and punctuation.
12. Levels of numeracy are very high, and contribute positively to the high standards seen in work across the curriculum. Calculating machines are used appropriately and accurately and number skills are very well developed. Pupils develop their spatial concepts well, for example in art and in design and technology. Statistical information that is presented numerically or graphically is interpreted appropriately and very often is presented to a high standard by teachers and pupils using computers. In geography, for example, the use of information technology by Year 7 boys in presenting their project work is very good. Graphical work is used extensively and very well in science and mathematics.

The quality of teaching overall is good; a significant proportion is very good and there is some teaching of the highest standard.

13. Teachers know their subjects well and know their pupils well. They maintain very high expectations of pupils' behaviour and the level of effort made, including homework. As a result, pupils mostly receive lessons that are of good quality, often very good and on occasion of the highest quality. The good teaching has a positive impact on pupils' learning and is an important factor in the success of the school.
14. Good, enthusiastic teaching is a key feature of the majority of lessons, leading to good quality learning. Teachers use question and answer techniques well to include all pupils and to assess the progress being made. These lessons also demonstrate the enthusiasm that teachers have for their own subject and the joy they obtain from teaching it. For example in a sixth form geography lesson students responded very well to questions that took initial answers further and required the students to justify and illustrate the answers they gave. Similarly in a GCE A-level law class, students were required to justify their answers with telling examples from their own experience or reading. In both cases students were kept alert and challenged to think well beyond the superficial and obvious.

15. There is a shared commitment on the part of teachers and pupils to create a good climate for learning, based upon good relationships between pupils and between pupils and their teachers. Teachers are generally successful at creating an atmosphere where pupils enjoy their lessons and where pupils expect to behave well and concentrate, without the mood of the classroom being in any way oppressive. The pupils themselves should be given credit for the generally positive attitude they bring to their learning. The result is an ethos created in the large majority of classes where pupils work hard, learn well and make very good progress.
16. Teachers have a very good knowledge of the examination requirements of their subjects and ally this to encouraging good learning skills. For example, in a Year 12 English class, the use of quotations was considered and the teacher picked up on the important issues to help students improve their essay writing. Further questioning brought out some very good insights from the students and very good learning took place as they articulated some difficult ideas and concepts about a central character in "Othello".
17. The pace of the lessons and the level of work are usually carefully matched to meet the needs of all pupils. For example in a Year 7 mathematics class, excellent planning and organisation enabled all pupils to learn effectively. Basic mathematical skills were taught precisely and very good use of questions challenged high attaining pupils to think hard. They responded well by producing different answers when interpreting graphs and enjoyed the stimulus of tackling more difficult questions. They showed an obvious enthusiasm for the subject. This positive attitude to work is a strength in the school that is nurtured carefully.
18. In a Year 10 science lesson, the teacher demonstrated very high expectations of pupils' responses and standard of work, an approach common in the best lessons, and one that led to very effective learning taking place. Pupils were required to use the best technical language in their explanations of predator/prey relations when studying the topic of population. Further, the high expectations were extended to homework and pupils knew that it would be marked carefully.
19. Teachers manage their classes well. In a Year 8 lesson in design and technology, very good learning took place. Here the teacher managed two groups efficiently with one group working independently, recording findings to an investigation of gear systems while others used a CD Rom to learn about the internal combustion engine. The success of the lesson lay in the responsible attitude taken by pupils as well as the very good planning and preparation by the teacher. It illustrated the capacity of these pupils for constructive independent study at an early stage in their career in the school.
20. Target setting is used very effectively by teachers throughout the school. At whole school level, targets provide a clear educational direction. At departmental level, subject areas have a clear set of expectations of their pupils based upon good quality data about pupils' levels of academic ability. At individual lesson level, teachers use targets well, for example in giving pupils time targets for the completion of work to encourage concentration and effort. The setting of targets for improvement for individual pupils is an area where the school has well formulated plans ready to start in the new academic year. This is another example of the leadership and management of the school taking well considered decisions to improve the quality of teaching and learning.

There is a good curriculum in place, particularly in the sixth form, which meets the needs of all pupils.

21. The school provides a broad and balanced curriculum that is planned, organised and taught effectively to meet the needs of all the pupils. The broad curriculum on offer in the sixth form is a particular strength and allows students a wide choice to meet their interests and aptitudes. The school has worked hard to meet the recommendations made in the last report with a large degree of success. In two areas the school is still continuing its efforts. First, there are as yet no new facilities for design and technology. However, the resources for the subject are satisfactory and staff ensure that standards are not adversely affected by the poor accommodation while the school tries to acquire funds for replacement classrooms. Secondly, since the last inspection the school has worked hard to meet fully the recommendation requiring the provision of a daily act of collective worship. In large measure the leadership and management have been successful and

they certainly meet the spirit of the law. Some further monitoring and evaluation is currently needed to ensure that the school meets the letter of the law.

22. The highest attaining pupils in the school and those identified as having particular talents enjoy very good provision across a range of activities. Academic successes of the highest order are regularly achieved and there are very good outlets for pupils to show their talents in sport and in the arts. A wide range of clubs and extracurricular activities encourage boys from their earliest years in school to nurture and enjoy their interests.

The school looks after its pupils very well. It fosters very positive attitudes, very good behaviour and produces a strong ethos that permeates the work of the school.

23. The level of care extended to pupils is very good. The teachers and other staff know the pupils well, are aware of their needs and respond in a positive and supportive manner when pupils need help. Teachers maintain high expectations of pupils' behaviour and reinforce good behaviour positively. At the same time, there is a clear understanding on the part of pupils and teachers alike that poor behaviour will not be tolerated. The school is very well supported by parents in taking this stance and the school's code of conduct is known by all.
24. The pupils are selected for their high academic ability and do, in the main, adopt a positive attitude towards their studies. This attitude is nurtured by the staff, and the school is very effective in the way in which it celebrates success and encourages pupils to take a pride in their achievements. This process extends beyond academic success and there is generated an ethos reflected in a commitment to hard effort in whatever sphere pupils are involved, from charity work to sporting and cultural participation.

The school makes very effective links with parents.

25. The parents express a high level of satisfaction with the way in which the school is led and managed and the way it works in cooperation with parents. The result is a body of parents supportive of the school's ethos and values and parents who give generously to fund the school in its pursuit of high standards.

WHAT COULD BE IMPROVED

Some teaching, whilst satisfactory overall, lacks particular features to help pupils become better learners.

26. A minority of teaching, amounting to around a fifth, is satisfactory overall and enables pupils to make satisfactory progress, but in many of these lessons, there are features missing that prevent

good learning taking place. It is usually the case that in any one lesson, individual features are missing, rather than a number of features. Some of the marking of pupils' work does not comment in such a way as to help pupils improve. The homework set is, on occasion, of a sort that does not extend pupils' skills but rather gives them more of the same to little effect on their development. In a number of lessons, there is an over-reliance upon a very restricted approach to teaching that leads to a passive acceptance on the part of pupils and leaves the pupils with humdrum tasks to follow that do not stretch them as far as they should. The short term planning of some teachers is insufficiently detailed and in these lessons the individual needs of pupils of different levels of ability are not sufficiently addressed.

27. In addressing the issue, the leadership and management of the school need to implement their plans to monitor the quality of teaching more closely still, through first hand observation in the classroom. This will enable them to identify the very good practice that exists and disseminate it more widely to the areas where improvements need to take place. At present this monitoring does occur but is not sufficiently formalised or extensive.

The provision of information and communication technology at Key Stage 4 needs to be developed.

28. The school has made a very good response to the recommendation in the last inspection report that addressed the need to train teachers in the use of information technology. Since that time, well-founded plans have been drawn up to ensure that individual subjects make a positive contribution to the teaching of the subject in Years 10 and 11. In implementing these plans, the school needs to monitor and evaluate provision to ensure that all pupils receive their full entitlement to the subject. As a part of the process of improving the coverage of the subject, a review needs to be undertaken of the content of work in information and communication technology throughout the rest of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Improve the quality of teaching and learning further by extending and formalising first hand observation in classrooms to identify and disseminate the very good teaching practice that exists.
30. Ensure that all pupils in Years 10 and 11 receive their full entitlement to information and communication technology.

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 pupils

33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	36	36	21	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	733	260
Number of full-time pupils eligible for free school meals	46	7

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	80	40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.3
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
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	146	0	146
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	144	144	144
	Girls	N/A	N/A	N/A
	Total	144	144	144
Percentage of pupils at NC level 5 or above	School	99 (85)	99 (99)	96 (99)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	79 (86)	98 (96)	80 (85)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	145	144	145
	Girls	N/A	N/A	N/A
	Total	145	144	145
Percentage of pupils at NC level 5 or above	School	99 (97)	99 (100)	99 (97)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	86 (72)	97 (97)	82 (74)
	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	152	N/A	152

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	147	150	150
	Girls	N/A	N/A	N/A
	Total	147	150	150
Percentage of pupils achieving the standard specified	School	96.7 (97.2)	98.7 (100)	99 (100)
	National	46.3 (43.3)	90.7 (89.8)	95.7 (95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	60.5 (59.3)
	National	38 (37)

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

1999

124

N/A

124

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	25.4	N/A	25.4 (25.7)	N/A	N/A	N/A
National	N/A	N/A	17.9 (17.6)	N/A	N/A	2.8 (3.8)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	9
White	965
Any other minority ethnic group	12

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	48	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)	60.9
Number of pupils per qualified teacher	16.3

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	9.0
Total aggregate hours worked per week	172

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	80.1
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Average teaching group size: Y7 – Y13

Key Stage 3	23
Key Stage 4	20.6
Key Stage 5	14.7

Financial information

Financial year	1999/00
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	£
Total income	2651006
Total expenditure	2780949
Expenditure per pupil	2800
Balance brought forward from previous year	223792
Balance carried forward to next year	93849

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	993
Number of questionnaires returned	290

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	48	5	0	0
My child is making good progress in school.	63	34	1	0	1
Behaviour in the school is good.	52	45	1	0	2
My child gets the right amount of work to do at home.	37	51	10	1	1
The teaching is good.	62	36	1	0	1
I am kept well informed about how my child is getting on.	51	39	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	32	4	2	2
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	45	46	6	1	3
The school is well led and managed.	72	23	1	0	3
The school is helping my child become mature and responsible.	59	37	2	0	2
The school provides an interesting range of activities outside lessons.	69	28	1	1	1