

INSPECTION REPORT

THE WARRINER SCHOOL

Bloxham, Banbury

LEA area: Oxfordshire

Unique reference number: 123230

Headteacher: Mr P Norman

Reporting inspector: Mr T Jardine
12890

Dates of inspection: 30th January – 1st February 2001

Inspection number: 187568

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

INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 – 16 years

Gender of pupils: Mixed

School address: Banbury Road
Bloxham
Banbury
Oxfordshire

Postcode: OX15 4LJ

Telephone number: 01295 720777

Fax number: 01295 721676

Appropriate authority: The governing body

Name of chair of governors: Mr A Buchanan

Date of previous inspection: 11th March 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12890	Mr T Jardine	Registered inspector
12775	Ms J Goodchild	Lay inspector
22423	Mr J Lovgreen	Team inspector
5693	Dr B Smith	Team inspector
8672	Mr M Roberts	Team inspector

The inspection contractor was:

Bench Marque Limited

National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
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	9
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Warriner School is an 11 to 16 mixed comprehensive school situated in Bloxham, Oxfordshire. It is about average in size with a total of 1064 pupils, 578 boys and 486 girls. The majority come from Bloxham and the surrounding rural area and most of the rest from Banbury. Although the percentage of pupils eligible for free school meals is below average, pupils are drawn from a wide range of socio-economic backgrounds. The proportion of pupils who speak English as an additional language is above average but none of them are at an early stage of language acquisition. The proportion of pupils with special educational needs is broadly average but the proportion of pupils with statements of special educational need is below average. The attainment of pupils on entry to the school in Year 7 is above average. The school is similar in most respects to that at the last inspection, except that the overall number of pupils has increased by seven per cent and the majority of pupils (54 per cent) are now boys.

HOW GOOD THE SCHOOL IS

The Warriner School is an effective school. Pupils' achievements are above average; their attitudes and behaviour are good and personal development very good; the quality of teaching is good and leadership and management very good. It provides very good value for money.

What the school does well

- External examination results have been above the national average or better
- Good teaching and the positive attitudes of pupils give rise to high standards of achievement
- The leadership and management of the new headteacher are very effective
- Pupils' personal development is promoted by the very good relationships in the school and the wide range of extra-curricular opportunities available

What could be improved

- The quality and range of the curriculum
- The rate of improvement of external examination results
- The provision for collective worship

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 improved satisfactorily since the last inspection in March 1996. Improvement has been inhibited by financial constraint and recently by the need to eliminate a deficit which has meant that teachers have had to teach larger groups, often in unsuitable accommodation, for more periods per week with fewer resources and less staff development. External examination results have remained at least above average and in most cases well above average. Progress with the key issues since the last inspection has been uneven. Pressure on existing accommodation has increased due to the greater number of pupils. Lack of external funding has meant that only the learning support unit has been re-housed. The management of and provision for information and communication technology has improved very well and very good technical support has been provided. Only limited progress has been made with establishing an effective system for monitoring the academic progress of pupils. Pupils' individual education plans now make due reference to literacy when they are reviewed. A greater attempt has been made to comply with the requirement for a daily act of collective worship but it is still not adequate. Measures for the effective evaluation of expenditure are not yet in place although a costed school development plan is being devised. The quality of teaching has improved greatly: almost half the teaching seen was very good or excellent and there was no unsatisfactory teaching. The school has the capacity and will to improve much further under the dynamic leadership of the headteacher and staff who are keen to help implement his plans to raise standards and improve the quality of education.

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	B	A	C
A-levels/AS-levels	n/a	n/a	n/a	

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

Pupils make good progress throughout the school. Pupils' attainment on entry is above average, by the end of Year 9 their results are above average and well above average by the end of Year 11. In comparison with similar schools the results are average at the end of Years 9 and 11.

GCSE results have fluctuated between above average and well above average since the last inspection. The overall trend at GCSE is of improvement at a rate below the average. In 2000, compared to all schools, the proportion who gained higher grades (A*-C) in English and mathematics was well above average and average in science. Compared to similar schools GCSE results in 2000 were average: the results were well above average for English and mathematics and average for science. The most striking feature is the disparity in the proportion of girls and boys who obtain five or more higher grades (A*-C) at GCSE. Nationally, the advantage to girls is about 10 per cent but the school's figure was 34 per cent in 2000 and 17 per cent in 1999. The school's targets for the proportion of pupils gaining five or more A*-C grades at GCSE and the average points score in 2001 are suitably challenging.

Compared with all schools, results in the national tests for 14-year-olds have been well above average for all core subjects during the period 1997 to 1999 but declined in 2000 to above average when results in English and science fell. The results for boys and girls are similar. Compared to similar schools the results for all core subjects were average in 2000.

Standards of work seen are above average overall: they are above average at the end of Year 9 and well above average at the end of Year 11. This is consistent with the most recent examination results. No significant difference in the standards achieved by boys and girls were evident in the work seen in Years 10 and 11 in contrast to the recent GCSE results. This suggests that some of the disparity is due to poor revision strategies and examination techniques by boys and that the school's attempt to improve these aspects are well founded. Good standards of literacy enable pupils to produce a high standard of coursework in many subjects such as science. However, spelling is a weakness, even amongst more able pupils. Well developed speaking and listening skills help pupils make high quality presentations, contribute to oral work and take part in role-play. The standard of numeracy has improved since the last inspection but opportunities to reinforce mental arithmetic skills are missed by the overuse of calculators.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils take a responsible attitude towards their studies and enjoy school.
Behaviour, in and out of classrooms	Good.

Personal development and relationships	Very good: pupils develop into mature individuals with an awareness of citizenship and the wider community. Race relations are good.
Attendance	Satisfactory: the arrangements to encourage attendance are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Good	Good

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

The overall standard of the teaching seen was good. Of the 55 lessons seen the teaching was excellent in seven per cent, very good in 38 per cent, good in 31 per cent and satisfactory in 24 per cent. There was no unsatisfactory teaching.

The overall quality of teaching seen in English, mathematics and science was good in each subject. Examples of excellent teaching were seen in mathematics, music, geography and French.

Most aspects of teaching are good and some are very good. Teachers' planning is very good. Learning objectives are clearly stated and a variety of activities devised that keep pupils interested and concentrating for the long double periods lasting 70 minutes. Teachers know the individual targets of pupils with special educational needs and work well with learning support assistants to ensure that they are met. Provision for gifted and talented pupils is partially met by the setting of subjects based on ability but specific tasks for them in lessons are rarely set. The very good relationships between teachers and pupils helps teachers to manage classes in a friendly but firm way. Pupils whose attention wanders are gently but firmly reminded to concentrate on the task set. Seating plans help remind teachers of pupils' specific needs and enable disruptive pupils to be kept apart. Pupils for whom English is an additional language are given due attention and play an active part in lessons. The use of homework is a relative weakness. There is a homework timetable but it is not closely followed by all teachers. The quality of the tasks set for homework varies and sometimes it involves completing work begun in class, in which case more able pupils get no homework. Homework is not always recorded in pupils' planners most of which are poorly completed and often not signed by teachers or parents.

Literacy is well taught, notably speaking and listening, which is well used in many lessons. Insufficient attention is paid to the correction of spelling. Teachers of subjects other than English contribute to literacy helped by the schemes of work which indicate how this might be done. Numeracy is given due attention in mathematics and reinforced in other subjects such as science, geography and design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: The curriculum is broad, meets statutory requirements and makes some provision for skills based and work-related courses in Years 9 to 11. The time allocation for English in Years 7 and 9 and mathematics in Year 8 is too low. The option system offers a good range of GCSE subjects, but a restrictive range of choices.
Provision for pupils with special educational needs	Very good: they make good progress towards their individual targets.

Provision for pupils with English as an additional language	Good: appropriate levels of support and effective practical strategies enable pupils to make good progress and to be fully integrated into all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: In emphasising the development of pupils' personal qualities the school has a positive influence and prepares pupils very well for life in a pluralist society. There are few opportunities to develop pupils' spiritual development through acts of collective worship.
How well the school cares for its pupils	Good: the school offers good support and guidance that addresses the diverse needs of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: The new headteacher's plans to raise academic standards, increase choice of subjects and improve the efficiency of the school have been very well received by staff and governors who are keen to play their part in implementing them.
How well the governors fulfil their responsibilities	Governors are very supportive of the school whilst still holding the headteacher and senior management to account. Legal requirements are met apart from the provision of a daily act of collective worship.
The school's evaluation of its performance	Satisfactory: an extensive system of monitoring and evaluation is in place whose rigour is improving. Plans are in place to give middle management more non-teaching time to monitor standards and quality in their departments.
The strategic use of resources	Resources are well used. As yet there is no fully costed long-term development plan involving all aspects of the school. Specific grant money is used appropriately. The principles of best value are comprehensively applied.

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 high expectations of the school • The approachability of staff • Pupils enjoy school • The good progress made by pupils • The attitudes and values the school promotes • The good teaching • The school helps students to mature 	<ul style="list-style-type: none"> • The quantity and consistency of the tasks set for homework • The consistency of the information received about their child's progress • The closeness of working with parents

Inspectors agree with the positive features identified by parents. Parents' concerns about homework and the information received about their child's progress are justified. Parents receive the legal requirement of one report and one consultation evening per year. Reports do not always make clear what a pupil needs to do to improve their level of attainment. Pupils' planners are underused as a means of communication between teachers and parents. The school is anxious to work closely with parents and staff are more than willing to see parents by appointment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

External examination results have been above the national average or better

1. The average National Curriculum points score at the end of Year 9 in 2000 was above the national average and has been well above average in previous years. There is no significant difference in the results for boys and girls. Pupils are over one and a half terms ahead of the average 14-year-old. In comparison with similar schools the points score is average.
2. The school's average total GCSE/GNVQ points score for pupils in 2000 was well above the national average and has fluctuated between above average and well above average in previous years. Girls' results were significantly better than boys'. In comparison with similar schools the results were average.

Good teaching and the positive attitudes of pupils give rise to high standards of achievement

3. Three quarters of the teaching and learning seen was at least good and the overall standard of attainment was above average.
4. A Year 11 mathematics class developed a good grasp of the principles involved in how to make an open box from a flat square card to get the largest volume. They listened attentively to the teacher's imaginative explanations that were developed on the board and supplemented by careful questioning. The brisk pace, varied approach and high expectations of the teacher ensured learning was maximised.
5. Very good teaching and a willing enthusiastic approach by pupils enabled a Year 9 mathematics class to gain a secure understanding of proportionality and how it results in a straight-line graph. They were able to enter sets of data on to a computer and get it to plot a straight-line graph. The teacher guided the pupils well and set a series of exercises for them to carry out before leading a discussion that led to an exercise with some rogue results that the pupils managed to correct. The teacher's good subject knowledge of mathematics and of the application of computers were instrumental in making this a very good learning experience.
6. Strong leadership by a teacher of religious and moral studies gave rise to above average knowledge and understanding and contributed to the spiritual development of a Year 9 class. Pupils were co-operative and keen to start work. The teacher checked that pupils' prior learning was secure before using skilful question and answer techniques to get them involved in a discussion on rights. Pupils made their own notes during the lesson. The teacher used some printed materials to extend pupils' thinking on rights further and then got them to work in pairs to discuss particular points.
7. The focus on learning from text and sharing ideas led to very good progress in a Year 10 English class studying Macbeth. They learned to justify the use of references to support ideas and interpretations. The teacher's very good introduction set the tone for the lesson. Good oral work involved the class in discussion and work in pairs. Very good references to moral and social issues were made comparing being away from home with being away in battle. Pupils concentrated well, listened carefully in spite of the poor acoustics and were well motivated. The lesson was very well planned with

clear attention to context and to skills development and awareness. Paired work involving critical reading by pupils and self-editing were very well used. A relevant and challenging task was set for homework.

8. Excellent teaching of a Year 9 lower set in French helped maximise progress. Pupils responded positively to the teacher's effective class management techniques and extrovert personality to answer questions and work co-operatively in groups. The teacher's encouraging and supportive manner helped deal with some pupils with poor social skills and created an environment in which they were likely to learn. High expectations of pupils' attention helped them learn new vocabulary. The lesson objectives were well matched to the pupils' abilities. The overhead projector was effectively used for testing pupils' knowledge and developing their understanding. Maximum exposure to French helped develop their listening skills. The very brisk pace meant that much work was covered. Checking the marking of a written exercise in class gave pupils instant feedback on their work. The homework set was carefully recorded in pupils' planners to ensure they knew what to do and when to hand it in.
9. A Year 9 geography class showed they fully understood previous work on how the inter-relationship of climate and physical structure determine the human and economic features of a country illustrated by reference to northern and southern Italy. Pupils were able to draw linear graphs and bar charts and learned to construct a climatic graph. Almost all pupils could explain the physical factors involved, how they vary and why they differ. The inspired teaching motivated them to think about the geographical differences between the North and South of Italy and then to derive explanations for these differences in preparation for examining the influence of physical geography on economic development.
10. A combination of good relationships, expert subject knowledge, high performing skills and inspired teaching created an excellent learning environment in a Year 9 music class. An atmosphere of mutual trust, respect and commitment gave rise to self-disciplined and responsible working by pupils in small groups to achieve specific learning objectives. The choice of music from Indonesia allowed pupils to explore the traditions and sounds of a totally different culture. The result of the group work was an excellent ensemble performance from pupils who had only taken up these percussion instruments two weeks ago.
11. A Year 11 science class demonstrated they thoroughly understood earlier work on oil by answering the teacher's questions accurately. They observed the teachers' demonstration of the distillation of crude oil carefully in preparation for some forthcoming practical work. Scientific ideas and concepts were systematically developed during the lesson. The brisk pace ensured pupils covered much ground. The teacher promoted scientific literacy by insisting on the use of correct terms and requiring pupils to make their own notes and records at various points in the demonstration. The use of pupils to help carry out the demonstration and to test the product helped generate interest. A suitable homework task was set but was not recorded in the pupils' planners.
12. Very good relationships between teacher and pupils and between pupils enhanced learning in a Year 11 art class. The teacher's confidence in the pupils' abilities encouraged them to try hard and make good progress. Pupils were confident, motivated and independent. The teacher's expert knowledge was used to give pupils a very good understanding of how to adapt style and tone to model artistic styles and movements. Pupils were able to discuss their work critically without pretence and with good knowledge and understanding of both ideas and techniques.

The leadership and management of the new headteacher are very effective

13. The leadership and management of the school are in a period of rapid change since the appointment of a new headteacher in January 2001. He has systematically analysed the current performance of the school and presented realistic outline plans to the governors and staff suggesting how the school might improve. The plans rightly concentrate on improving the quality of education provided and the standards achieved by pupils, they include reference to monitoring and review and the criteria for evaluation. The plans include creating a long term, costed, school development plan, raising standards, increasing staffing levels, improving communication through the development of a computerised network, improving the degree of self-evaluation, increasing the role of pastoral teams in supporting the pupils' academic achievement and improving the curriculum. Staff have been motivated by the head's leadership style which is accessible and approachable and uses a consultative model. His plans have been well received by governors and staff who are keen to play their part in improving the school.

Pupils' personal development is promoted by the very good relationships in the school and the wide range of extra-curricular opportunities available

14. Pupils' personal development is fostered in class by the approach of teachers in many subjects. In a games lesson pupils took responsibility for assembling the trampolines safely and took it in turns to practice their routines and they put away badminton nets without being asked. They organised three self-regulating groups in netball, which they umpired together with the teacher. In a music lesson pupils displayed self-discipline, responsibility and worked constructively in small groups with minimum supervision due to the environment of mutual trust, respect and commitment created by the teacher. Good relationships and high expectations by the teacher and pupils motivated a lower ability group in German to do their best due to the well organised lesson that captured the pupils' interest. After a geography lesson that referred to the devastating effects of earthquakes pupils organised a collection on behalf of the victims of the recent earthquake in India and encouraged pupils and staff to give generously.
15. The school offers a wide range of extra-curricular activities especially at lunchtime, which are enthusiastically taken up by pupils. The range includes subject-based study, reading support, homework club, music, drama, cookery, computer club, board games, Christian Union and the farm. Sporting activities include football for boys and girls, hockey, netball, basketball, gymnastics, dance, trampolining, badminton and table-tennis. A group of Year 11 pupils have been selected to act as 'listeners' for Year 7 pupils to help with any problems they may have. The School Council is an articulate group of pupils who have a clear idea of where they are going and know how to get there. They are reviewing the constitution and deciding how the council can be restructured. They are strongly supported by the headteacher who invited the head of the council to a governing body meeting.
16. The farm holds a special place in the school and is particularly popular with pupils and approved of by parents. Pupils are able to visit the farm before and after school and at lunchtime. Their activities are expertly overseen by the farm manager who is a teacher well qualified in environmental and agricultural matters. They get involved with caring for the animals and the work of the farm. In so doing they learn about such things as responsibility for looking after living things, to care for the environment, where our food comes from and the birth and death of animals. A classroom based in the farm buildings is used for formal teaching of environmental science. The farm makes a

substantial contribution to the personal development of pupils and could make an even greater contribution to the formal curriculum.

WHAT COULD BE IMPROVED

The quality and range of the curriculum

17. The total teaching time is below the national recommendation especially for Years 10 and 11. There are seven different period lengths which makes planning difficult for teachers and gives rise to rushed lessons on Wednesdays when periods are particularly short.
18. There is some imbalance in the curriculum in Years 7 to 9. The times for English in Years 7 and 9 and for mathematics in Year 8 are below the national norms at a time when increasing emphasis is being placed on literacy and numeracy. There is very little drama in Years 7 to 9 where it is taught as part of English in cramped conditions and to an inconsistent extent. Information and communication technology is separately taught to a very limited degree. The teaching of English as part of the integrated studies curriculum in Year 7 is not helped by the use of non-specialist teachers. Standards of writing are held back by lack of practice in extended writing. The timetabling of integrated studies is made much more difficult because of the need to accommodate the needs of the different subjects involved.
19. There is a lack of flexibility in the curriculum in Years 10 and 11. If pupils take two foreign languages they cannot take a creative subject. Pupils cannot take geography and history and choosing GNVQ Engineering restricts pupils' choice of science and design and technology.
20. Some aspects of curricular planning to meet the needs of pupils of differing abilities could be improved. Some of the homework set seemed to be improvised rather than planned. The degree to which work is set to match the differing abilities of pupils is insufficient in many mixed ability classes. There is little specific provision for gifted and talented pupils.
21. The accommodation gives rise to numerous curricular problems. The size of many rooms limits the range of teaching styles that can be used and makes it difficult for teachers to get around the room and monitor pupils' work. The use of circulation areas for teaching means that such classes are disturbed by through traffic and access to other classrooms is impeded leading to lateness and loss of teaching time.

The rate of improvement of external examination results

22. Since the last inspection the rate of improvement in both the school's average National Curriculum points score and the average total GCSE points score per pupil has been below the national rate of improvement. In the National Curriculum tests the boys' results have remained static whilst girls' results have declined slightly. At GCSE girls' results have improved in line with the national trend but boys' have fallen below.
23. There is room to expand the range of statistics used to measure the school's performance and to use them to improve teaching and learning and to set targets for year groups, departments, teaching groups and individual pupils. Staff need further training in how to use such statistics to identify learning needs and to raise standards of achievement. Monitoring and evaluation of the performance of subject departments

has tended to be informal. Pastoral teams have not been heavily involved in supporting pupils' attainment.

24. Until recently the school development plan consisted largely of a list of whole-school priorities to which departmental development plans referred. An embryonic school development plan has been devised and the intention is to produce a fully costed five-year plan. The lack of a central document to establish a clear strategic direction, to identify and co-ordinate an agenda for improvement and to evaluate progress in relation to targets has held back the rate of improvement in external examinations.
25. Reduced funding and the need to eliminate a financial deficit have made it more difficult for staff to improve results. Pressure on accommodation has increased due to rising enrolments and improvements to the accommodation have not been forthcoming. Teachers have had to teach larger classes for more periods with fewer resources and less training. Middle managers have had little non-contact time in which to carry out the monitoring and evaluation of standards and quality.

The provision for collective worship

26. At present collective worship only takes place once every five weeks for each year group during the tutorial period on Wednesdays. The other year groups all have a tutorial period but no act of collective worship occurs. There is little attempt to provide a period of reflection during registration. As such collective worship makes relatively little contribution to pupils' spiritual development. The lack of a school hall is an inhibiting factor but one good assembly did take place in the gym. With determination and some improvement to the acoustics, collective worship is possible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the quality and range of the curriculum by:**
 - reviewing the timetable to reduce the teaching time wasted travelling between lessons and gaining access to classrooms;
 - considering using a standard unit of time for a teaching period;
 - increasing the choice and flexibility of the option choices in Years 10 and 11;
 - reviewing the use of non-specialist English teaching in Year 7;
 - increasing the teaching time to meet the national norms for English in Years 7 and 9 and mathematics in Year 8 in order to meet the increasing emphasis on literacy and numeracy.

- Increase the rate of improvement in external examinations by:**
 - improving boys' results at GCSE;
 - creating a whole-school development plan as a focus for school improvement;
 - providing non-contact time for middle managers to monitor quality and standards;
 - improving the use of cumulative data to map pupils' progress and set targets;
 - providing training for staff in data management and data analysis;
 - when funding permits improve the quantity and quality of the accommodation where it adversely affects the quality of education and standards of work achieved by pupils.

- **Comply more fully with the legal requirement to provide a daily act of collective worship by, for example:**
 - providing an act of worship in each tutorial period;
 - providing time for reflection during registration.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
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
7	38	31	24	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
Number of pupils on the school's roll	1064
Number of full-time pupils known to be eligible for free school meals	55

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	20
Number of pupils on the school's special educational needs register	210

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	18
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.5
National comparative data	0.4

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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	117	83	200

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	73	94	89
	Girls	65	65	52
	Total	138	159	141
Percentage of pupils at NC level 5 or above	School	69 (79)	80 (76)	71 (73)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	31 (37)	58 (46)	33 (36)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	92	93	95
	Girls	76	70	70
	Total	168	163	165
Percentage of pupils at NC level 5 or above	School	84 (87)	82 (80)	83 (78)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	44 (53)	59 (47)	43 (44)
	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	92	89	181

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	40	85	91
	Girls	68	86	89
	Total	108	171	180
Percentage of pupils achieving the standard specified	School	60 (58)	94 (92)	99 (96)
	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	School	44 (42)

per pupil	National	38.7 (38.4)
-----------	----------	-------------

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	3
Black – other	0
Indian	3
Pakistani	15
Bangladeshi	0
Chinese	2
White	1022
Any other minority ethnic group	19

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	0	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 – Y11

Total number of qualified teachers (FTE)	53.65
Number of pupils per qualified teacher	20

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	21
Total aggregate hours worked per week	432

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	79
---	----

Average teaching group size: Y7 – Y11

Key Stage 3	26.99
Key Stage 4	22.45

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	2,187,189
Total expenditure	2,152,109
Expenditure per pupil	2,177
Balance brought forward from previous year	– (22,951)
Balance carried forward to next year	12,129

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1064
Number of questionnaires returned	518

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	8	1	1
My child is making good progress in school.	35	54	7	1	4
Behaviour in the school is good.	18	59	13	3	7
My child gets the right amount of work to do at home.	19	53	20	5	2
The teaching is good.	24	61	7	0	8
I am kept well informed about how my child is getting on.	21	53	19	4	2
I would feel comfortable about approaching the school with questions or a problem.	45	45	7	1	2
The school expects my child to work hard and achieve his or her best.	49	43	4	2	2
The school works closely with parents.	19	54	18	4	4
The school is well led and managed.	24	55	8	2	11
The school is helping my child become mature and responsible.	30	55	8	1	6
The school provides an interesting range of activities outside lessons.	22	53	11	4	9

Not all columns add up to 100 because some parents returned questionnaires with some questions left unanswered