

INSPECTION REPORT

GUMLEY HOUSE RC CONVENT SCHOOL, FCJ

St. John's Road

Isleworth

LEA area: Hounslow

Unique reference number: 102544

Headteacher: Sister Brenda Wallace, FCJ

Reporting inspector: Mr Tony Byrne
2561

Dates of inspection: 26 February – 1 March 2001

Inspection number: 187595

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary Aided
Age range of pupils:	11-18
Gender of pupils:	Girls
School address:	St. John's Road Isleworth Middlesex
Postcode:	TW7 6XF
Telephone number:	0208 5688692
Fax number:	0208 7582674
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Murphy
Date of previous inspection:	26 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
2561	Tony Byrne	Registered inspector
9275	Candy Kalms	Lay inspector
10060	David Gutmann	Team inspector
19043	David Lewis	Team inspector
19214	Geoffrey Price	Team inspector
12721	David Riddle	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gumley House is a Roman Catholic 11-18 secondary school for girls. Some boys are taught in the sixth form, having been entered on the school roll, or as part of the consortium arrangement with two other schools. The school was founded by the religious order, the Faithful Companions of Jesus who continue to make an important contribution to the school. The school is larger than average with 1110 pupils on roll. It accepts pupils on the grounds of religious affiliation from a wide area of west and southwest London. The attainment of pupils on entry is above the national average, although a wide range of ability is represented. About 11% of pupils are eligible for free school meals, which is in line with the national average. The proportion of pupils from homes where English is an additional language is high at 15%, but at the time of inspection none of these pupils was at an early stage of acquiring English. The percentage of pupils with special educational needs is 13.5%, below the national average. Over 85% continue education after 16; half of them continue into the sixth form of this school.

HOW GOOD THE SCHOOL IS

Gumley House is a very good school. In the great majority of subjects pupils achieve high standards at the end of both key stages. Very good standards of literacy contribute to the high standards obtained, particularly in English. Students in the sixth form make good progress at the different levels of ability and results are broadly in line with the national average. Teaching is very good. There is excellent leadership by the headteacher and all aspects of management are very good. Taking account of the broad ability range of the intake, the high standards achieved in comparison to similar schools and the positive contribution of the sixth form to the life of the school, very good value for money is obtained.

What the school does well

- Pupils achieve high standards in Key Stages 3 and 4
- Leadership is clear, caring and effective
- Teaching is very good and promotes very positive attitudes to learning
- The personal development of pupils is very well supported
- The academic progress of pupils is monitored effectively

What could be improved

- Standards of attainment in modern foreign languages
- The focus on improving results in subjects in design and technology should be maintained
- The coordination and application of information and communication technology more widely in the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection of the school took place in 1996. The many strengths identified in that report have all been maintained, attainment at higher levels of GCSE (A*-C) has been improved by about 10%. Effective action has been taken on all key issues identified. Teaching is very good in Key Stage 3 and improvements are being made in design and technology. The increase in curriculum time available for music and information and communication technology (ICT) has accommodated statutory requirements. Monitoring, including observation of teaching is thorough. Departments are resourced well, with funding clearly linked to development priorities. Reports are effective and parents find them informative. Improvement is very good and planning for improvement is systematic and continuous.

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	C	C	

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

Results at end of Key Stage 3 are consistently well above national average. English is outstanding and very high in comparison to similar schools. Mathematics results are well above average. Science is above average and, in lessons seen, pupils are responding to the new schemes of work to produce standards which are well above average.

At the end of Key Stage 4, in GCSE, the proportion of pupils obtaining five or more A*-C grades is well above the national average and well above average for similar schools. The proportion of passes in five or more subjects at A*-G is above average nationally and for similar schools. The proportion of pupils gaining at least one pass at grades A*-G is above the national average and close to the average for similar schools. In 2000, there were particularly good results in science, drama, English, geography, history and music. Results were comparable with similar schools in mathematics and religious education. Only in subjects in design and technology and modern foreign languages were results below levels achieved in similar schools and below national averages. The high standards in both key stages have been stable for some time.

A notable feature contributing to high standards is the quality of pupils' answers and participation in class discussion: a high degree of understanding is reflected. Pupils have positive attitudes to learning, tasks are completed with care and independent work is followed through in detail. Good levels of literacy are demonstrated by most; and less able pupils show good progress towards accuracy and clarity in reading and writing. Tasks set in lessons often allow high ability pupils to achieve good standards.

Whilst attainment in modern foreign languages was satisfactory in lessons seen, there is a clear pattern of underachievement based on national comparisons and comparison with pupils' results in other subjects. Steps have been taken to enhance experiences in aspects of design and technology, but improvements in Key Stage 3 have not yet worked through to Key Stage 4 and results remain unsatisfactory. The innovative use of information and communication technology in some courses enhances standards, but the numbers of pupils involved are small.

The school attracts a full range of students to study in the sixth form, but about half of the potential intake, including some who are expected to achieve well at Advanced level, opt to continue education at other centres. Results at A-level are within the range considered average, based on national comparison.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent based on positive attitudes to learning, following work through conscientiously, concentration and willingness to listen and contribute.
Behaviour, in and out of classrooms	Pupils behave well around the site and in almost all lessons.

Personal development and relationships	Pupils are mature and self-assured. They like and respect staff and care for each other.
Attendance	Very good, well above average.

Pupils take on the school ethos of valuing each other. They mix well as a harmonious community and cooperate in drama, physical education and in other lessons as opportunities arise. Pupils address important issues constructively through the school council. Older pupils support younger ones in paired reading, classroom support and organised counselling. Pupils are prepared to work hard and the many who achieve well do so without arrogance or complacency. They have very good relationships with staff, reciprocating the respect they receive. Attendance is well above the national average. Just occasionally, older pupils allow themselves to be distracted from the lesson.

TEACHING AND LEARNING

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

Teaching is very good. Nine out of ten lessons are good and about half of those lessons are very good or excellent. Less than 10% of lessons are graded as satisfactory and no unsatisfactory lessons were seen. Teachers' subject knowledge is strong and their enthusiasm is evident. They have high expectations of pupils and they challenge thinking and draw out contributions so that pupils flourish. Lessons are often structured to involve a good deal of pupil activity and independent learning. Time is used well to provide pace and variety so that pupils' interest is held. Suitable resources support stimulating lessons. Good planning is firmly based on well organised schemes of work. Teachers use their assessment of pupils and data provided about previous attainment to monitor progress and to detect underachievement. Support for basic skills of literacy and numeracy is good, but except in specialist lessons and in science, pupils' ICT skills are not sufficiently supported. Support for pupils with special educational needs is very well organised and able pupils are often challenged to take work on to higher levels. Pupils learn very well and attain very well at all levels of ability.

Teaching in a few modern foreign languages lessons sometimes went too quickly for some pupils and no check was made that they had understood. Too few teachers have introduced ICT to advantage in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good provision, but there is a need to build on the good work being done with information and communication technology.
Provision for pupils with special educational needs	Identification of pupils, the organisation of support, monitoring and communicating about progress are all very good.
Provision for pupils with English as an additional language	Most of these p Most pupils are not at an early stage of acquiring English. The school followed appropriate procedures to assess and support five pupils who enrolled in the week of the inspection.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent, engaging pupils in serious reflection about spiritual and moral matters and encouraging responsibility, care for others and enjoyment of the arts.
How well the school cares for its pupils	Very good systems operate to support pupils' personal and academic development. Supervision is caring and when support is required, it is effective. Particularly good records are kept.

Exciting innovations in the use of ICT have taken place, for example the on-line GNVQ course and video-conferencing lessons in GCSE Latin and A-Level politics. Breadth in the post-16 curriculum is maintained through the consortium arrangements with two other schools. There is a good range of extra-curricular clubs and activities, including participation in debating competitions and opportunities for able pupils to study additional subjects. High quality information to support pupils with special educational needs is provided to teachers. Pupils respect the openness with which the school presents religious faith and appreciate the challenge to their thinking and response. Tutors maintain good records of pupils' personal development. Very good tracking of academic progress is accessible to staff and is regularly up-dated.

Parts of the National Curriculum have been disapplied for some pupils in Year 10 to enable them to follow the full new course in GNVQ information and communication technology.

The school meets statutory requirements in teaching ICT, mainly through specialist lessons in Key Stage 3. The use of ICT by all pupils in a wider range of lessons should be developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership through constant vigilance for the best interests of pupils and staff. The principles and direction of the school are clear and lead to high academic standards and excellent personal development of pupils. Senior management carry out their specific duties very well and work well as a team.
How well the governors fulfil their responsibilities	The governors prefer to meet as a full body rather than in committee. Thanks to the exceptional dedication and involvement of the chair of governors, the arrangement works very well. Governors contribute to the aims and plans of the school and monitor progress.
The school's evaluation of its performance	This is a very good feature. Monitoring of teaching is now a regular element of evaluation and provides a sound basis for performance management. Departments carry out annual reviews which are an effective basis for systematic planning for improvement.
The strategic use of resources	Very good use and development of resources is evident throughout the school. Recent developments of particular importance have been the opening of a new building and the expansion of computer provision.

The headteacher is reassuring and accessible; loyal and efficient senior managers support her excellent leadership. Year heads provide excellent support for pupils and heads of department lead staff effectively. Governors fulfil their statutory responsibilities and support the school well and have shown initiative in deciding to take advantage of a generous grant and a loan from the Society of the Faithful Companions of Jesus, as well as public funding to extend the accommodation of the school. The new building is essential to the breadth and quality of education offered by the school. The principles of obtaining best value are represented well, as costs are built into planning and spending is dependent on the contribution to priorities. Given the high standards attained at the end of Key Stages 3 and 4 and the

positive contribution of the sixth form to the ethos of the school, the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good standards are achieved • Progress is supported by careful monitoring and challenging targets are set • Responsible attitudes are encouraged and girls become level-headed and mature • Standards of conduct are clear and any problems are quickly dealt with in partnership with parents • Staff are dedicated and willing to work for continuous improvement • Buildings and resources, especially ICT • Homework is regular and develops good study habits in preparation for exams 	<ul style="list-style-type: none"> • Social space and lunch facilities • Some concerns about the toilet facilities • Standards in modern foreign languages • Movement upwards in mathematics sets • Some parents were concerned about the possibility of bullying • Some parents were concerned about the amount of time spent on homework

The return of questionnaires was good and backed up the highly positive tone of the parents' meeting; for example, 99% felt that the school expects children to work hard. Responses were very favourable. There were a few expressions of concern about bullying or excessive homework.

The inspection team agreed that parents were justified in the confidence they have in the school in standards, behaviour and personal development and in the commitment shown by staff.

There should be no undue alarm about bullying; the school has a number of strategies to counteract any problems, including very positive action by the school council. When homework is a problem for individual pupils the school is good at resolving difficulties and its readiness to communicate with parents should reassure that matters raised will be dealt with.

The team agreed that there needs to be improvement in standards in modern foreign languages. Classes in mathematics are entered for different tiers of the end of Key Stage 3 tests, but individual pupils are prepared and entered for the higher level test if they demonstrate appropriate ability. Pupils have adequate access to comfortable rooms at break times and choice of food is balanced. Toilets are reasonably well maintained and there is prompt action to discourage any abuse of facilities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in Key Stages 3 and 4

1. In national tests at the end of Key Stage 3 pupils gain very good results. In English 94% attain the national expectation of level 5 and 64% reach levels 6 or 7 and in mathematics 26% gained level 7. Results in English are well above average and high in comparison with national results and with similar schools. Results in mathematics are well above average in comparison with national results and with similar schools. Science results are above average and in lessons pupils are responding to new schemes of work to reach standards which are well above average.
2. At the end of Key Stage 4 pupils gain very good grades in GCSE examinations. The proportion of pupils gaining five or more passes at A*-C is well above average in comparison with national results and with similar schools. The proportion gaining five or more passes at A*-G is above average. In 2000 there were particularly good results in drama, English, geography, history, music and science. Passes at A*-C were particularly outstanding in drama (89%), English (86%) and music (100%). In English 24% passed at grades A* or A.
3. The high standards attained in tests and examinations are reflected in the work seen in school. Pupils of all levels of ability make very good progress: pupils with special educational needs improve attainment by following guidelines provided and pupils of high ability have opportunities to respond to challenging tasks. Pupils engage enthusiastically with questions and discussions, developing their understanding of a topic. When they work independently in class or in homework, tasks are carried out thoroughly and completed to a high standard. Their understanding of what they read and the accuracy and clarity of their writing are important factors in consolidating what they learn.

Leadership is clear, caring and effective

4. The headteacher provides excellent leadership. She is constantly vigilant for the best interests of staff and pupils. She provides a reassuring presence and clear direction in all aspects of school life. The senior management group ably carry out their separate roles and offer mutual support whenever required. The governing body fulfils its statutory responsibilities and supports the school well. The preference exercised for working as a whole group rather than in committee involves the chair in a great deal of school business and much is owed to his unstinting commitment of time. Governors have shown initiative greatly to the school's advantage in taking up a generous grant and loan from the religious order to commission the new teaching block. Middle management is effective: heads of year ensure excellent support for pupils and heads of department are involved in monitoring and help to plan school improvement. Financial systems are run well; the debt undertaken is to be repaid through activities of the friends' association, without detriment to pupils currently in school. Spending is carefully considered in terms of its impact on the development priorities of the school. Improvement planning is very systematic: it is based on an annual review of aims in which governors and staff decide to maintain, improve or change relevant areas and then linked to department bids for funding and to staff development plans. Given the high standards achieved in comparison with similar schools and with national results, as well as the positive impact of the sixth form on the life of the school, the school provides very good value for money.

Teaching is very good and promotes very positive attitudes to learning

5. Teaching is very good in both key stages and in the sixth form. Over 90% of the teaching is good or better; 42% is very good or excellent. No unsatisfactory teaching was seen.
6. Teachers' subject knowledge is very secure and is accompanied by evident enthusiasm for their subject. Teachers develop very good relationships with their classes. They know pupils

individually and have high expectations of them. They value pupils' ideas and draw out their thinking in answers and discussions so that pupils' understanding deepens and they respond well to challenge. Teachers explain important ideas well; they also make sure that pupils pay attention to basic skills in writing or calculating. Lessons often place emphasis on activities by pupils which encourage independent learning. Good examples of this were seen in science when Year 10 pupils were challenged to experiment to find out about acceleration and in English when Year 10 pupils acted out scenes from *A Midsummer Night's Dream*, in groups before gathering for a lively discussion. Pupils' homework shows a positive response in detail and completeness. Good study habits are established early with the result that sixth formers presenting an analysis of poetry in English were used to being thorough and had confidence in their ideas. Good pace and suitable resources create interest; only occasionally in modern foreign languages was there evidence that some pupils were not able to keep up. Good planning is based on well-organised schemes of work. The database tracking pupils' academic progress is accessible to teachers and enables them to detect underachievement. Teachers set appropriate targets, based on accurate assessment data, to challenge pupils to improve.

The personal development of pupils is very well supported

7. There is a strong culture of support for pupils' personal development. Pupils have many opportunities to work well together in lessons such as drama and physical education. Older pupils support younger ones through helping in classes, reading schemes, organised counselling, clubs, the work of the school council and the general contribution of the sixth form. Pupils respond with increasing maturity to the expectations that staff have of them to work hard and to care for others. Through the religious life of the school and in lessons, pupils are invited to consider challenging spiritual and moral ideas. Under the leadership of year heads, tutors support pupils well and maintain very good records of pupils' personal development and achievements. The school employs a full-time counsellor who supports pupils informally and through structured programmes to improve behaviour. The excellent communication between home and school and the willingness to consult with parents are important elements of the school's success. Pupils' journals are well used and help tutors to monitor that girls are keeping up with work.

The academic progress of pupils is monitored effectively

8. Information about pupils' performance in national tests and in standardised tests administered by the school is stored on a database and regularly up-dated. The information is readily available to teachers and enables them to compare pupils' attainment in their subject with a wider profile. Under-performance is readily detected and appropriate action follows. Year heads have access to the data and gain an overview to alert class teachers to trends they may overlook. The system enables senior managers to detect any emerging patterns of low achievement and to take action to support departments or individual staff as required. Reporting to parents is regular and informative and parents feel that pupils are clear about targets for improvement. Each pupil has an annual interview with a member of staff to review progress and discuss next steps.

WHAT COULD BE IMPROVED

Standards of attainment in modern foreign languages

9. Attainment in the modern foreign language lessons seen during the inspection was average. However in results at the end of Key Stage 4 in 2000, French was at about the national average for A*-C grades and below average at A*-G. German had poor results at A*-C and was below average at A*-G. Italian did not compare favourably with national results in the group of languages in which it is included. Only in Spanish were results above average at A*-C. A number of pupils in the current Year 10 did not continue with study of a modern foreign language and were able to follow alternative studies after the school notified disapplication of the National Curriculum. The school has had concerns about attainment in languages for some time, as pupils have not

performed as well as they have in other subjects. Some parents expressed concern about their daughters' progress in this curriculum area.

10. Parents can express a preference for their child to study one of three languages in Year 7; pupils study two of the four languages taught in Year 9. Pupils are taught in large, mixed ability classes, which sometimes makes it difficult to progress at a pace that suits all pupils. Option choices at Key Stage 4 can mean that pupils with differing length of experience of the language are working in the same groups.

The focus on improving results in subjects in design and technology should be maintained

11. The improvements recommended in the previous report to subjects in design and technology have mainly been put in place. Staffing has stabilised and improved schemes of work have been developed in Key Stage 3, linked with assessment opportunities that ensure a full range of experience. The greater involvement of senior management in monitoring has supported monitoring within the department and the head of department's annual review is an effective evaluation of progress.
12. However, these improvements have not fully fed through to Key Stage 4 where, except for the good results in textiles, results are below average in most areas and are weak relative to pupils' achievements in other curriculum areas. The reputation of the subject has made it a less popular option and in Year 10 the National Curriculum has been disapplied to allow some pupils to follow alternative studies in information and communication technology.

The coordination and application of information and communication technology more widely in the curriculum

13. Although the school is well equipped with ICT resources and specialist teaching has helped to ensure that statutory requirements are securely met in Key Stage 3, the experience of ICT for some pupils in Key Stage 4 is too limited and the wider applications of ICT across subjects in both key stages do not feature strongly in pupils' work.
14. There is innovative use of ICT in courses for some pupils. A group in Year 10 is studying an on-line course in information technology and some able pupils are studying elements of the course in their own time. Video-conferencing is used to study Advanced level politics and a small group in Year 9 is following a course in Latin. These innovations demonstrate the potential of ICT to extend learning, but involve only a small number of pupils. The success of the science department in applying appropriate use of ICT (for data logging) provides an encouraging example for other departments.
15. The need for a number of staff to receive training in ICT has been recognised in planning professional development to support school priorities. Advantage will be taken of the New Opportunities Fund training grant to develop staff expertise.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. To continue to improve the high quality of education and the high standards achieved by pupils, governors and staff should take the following action.
- (1) Improve standards in modern foreign languages by:**
- using the school's data on pupil progress in other subjects to set and monitor appropriate improvement targets for pupils at all ability levels;
 - providing appropriate teaching for pupils of different levels of ability;
 - ensuring that pupils in Key Stage 4 have a common basis for studying their chosen language;
 - allowing time to review and assure the consistent quality of the schemes of work for each language and their teaching.
- (2) Continue to focus on improving standards in design and technology subjects by:**
- monitoring teaching and pupils' progress, particularly in Key Stage 4;
 - taking care that the opportunity to disapply the curriculum for some pupils does not undermine pupils' perception of the relevance of these subjects.
- (3) Coordinate the application of ICT across the curriculum by:**
- carrying out plans for staff training and widening them with reference to effective practice in subject teaching;
 - extending the good model developed to track pupils' experience in Year 9 to check that all pupils receive their entitlement;
 - clarifying leadership in this area by completing the intended appointment of an assistant headteacher with specific responsibility for coordination of ICT.

OTHER FEATURES SPECIFIED FOR INSPECTION: SIXTH FORM

17. Approximately 50% of each Year 11 cohort elect to stay on into the sixth form. The school also accepts boys at this level and currently four are on roll though a number of boys participate through the consortium partnership operated with two other schools. Some pupils continue sixth form studies at other centres, in some cases nearer to home, or at boys' schools attended by their brothers. The consortium arrangement operated with two other schools allows a wide range of courses to be offered, for example, vocational courses, or A-level psychology, as well as the standard A/AS-level curriculum. The timetable is constructed to allow travel time between centres. Sixth formers follow a general studies course which includes religious education and ICT.
18. The quality of teaching is very good. The attitude of students is excellent and standards achieved in lessons and work seen were often above average. Results are within the band considered average when compared with the national points score at A/AS-level. This reflects the broad range of ability of students who enter the sixth form: some pupils achieve very high results, whilst others achieve pass grades. The school uses a benchmarking survey available nationally (ALIS) to monitor results against expectations, based on performance at GCSE: this indicates that most students make satisfactory progress. Some classes have low numbers, for example graphics, but more viable numbers are usually provided by the consortium arrangement. Running some courses and the transport between centres is costly and has some impact on high group sizes in Key Stage 3. However the school breaks even on charges paid and recouped for classes in the consortium.
19. The school has a clear rationale for accepting costs and running groups which are sometimes small. There is a determination to offer a sufficiently broad curriculum to retain as many students as possible. The support for personal development is very good. Students are known well and they benefit academically and personally from the encouragement the school offers. They play an active role in the school and the school council and often support younger pupils in academic and social activities. The relationships they have with their teachers are of high quality, are valued by the students and contribute significantly to the students' maturity and confidence.

20. Students have very positive attitudes to their studies, including the broader aspects of the curriculum, for example two students commented that they have applied for joint honours courses at university, including philosophy because of the interest stimulated by the general studies religious education course.
21. The school regularly meets with its consortium partners and is committed to increasing consortium based activities in order to preserve sixth form provision cost efficiently.
22. The positive impact of the presence of sixth form students combined with the quality of experience offered to sixth formers is a worthwhile investment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.5%	38.5%	49.1%	8.7%	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	932	172
Number of full-time pupils known to be eligible for free school meals	129	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	10	2
Number of pupils on the school's special educational needs register	115	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	167

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	6.4
National comparative data	7.9

Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	0	189	189

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	178	151	131
	Total	178	151	131
Percentage of pupils at NC level 5 or above	School	94 (93)	80 (76)	69 (71)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	64 (57)	50 (39)	33 (27)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	169	147	154
	Total	169	147	154
Percentage of pupils at NC level 5 or above	School	89 (89)	78 (86)	81 (70)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	60 (58)	56 (43)	43 (29)
	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
	1999	0	181	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	0	0	0
	Girls	122	172	176
	Total	122	172	176
Percentage of pupils achieving the standard specified	School	67 (70)	95 (95)	97 (95)
	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	47

per pupil	National	38.4
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Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	N/a
	National	N/a	N/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	2	85	87

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	4.0	15.8	15.6 (16)	1.0	3.1	2.9 (3.5)
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.

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	0	N/a
	National		82.5

International Baccalaureate		Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	N/a
	National		N/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	37
Black – other	19
Indian	19
Pakistani	1
Bangladeshi	1
Chinese	14
White	875
Any other minority ethnic group	103

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	4	1

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)	62.8
Number of pupils per qualified teacher	17.6

FTE means full-time equivalent.

Education support staff: Y7– Y13

Total number of education support staff	15
Total aggregate hours worked per week	323

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	76%
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Average teaching group size: Y7– Y13

Key Stage 2	N/a
Key Stage 3	25.9
Key Stage 4	20.6

Financial information

Financial year	1999-2000
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	£
Total income	2834310
Total expenditure	3000388
Expenditure per pupil	2708
Balance brought forward from previous year	177226
Balance carried forward to next year	11148

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1106
Number of questionnaires returned	285

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	0
My child is making good progress in school.	63	34	2	0	1
Behaviour in the school is good.	55	36	5	2	2
My child gets the right amount of work to do at home.	49	39	10	1	1
The teaching is good.	54	41	3	0	1
I am kept well informed about how my child is getting on.	49	43	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	31	4	1	1
The school expects my child to work hard and achieve his or her best.	77	22	0	0	0
The school works closely with parents.	50	41	5	1	3
The school is well led and managed.	69	27	2	1	1
The school is helping my child become mature and responsible.	67	29	1	1	1
The school provides an interesting range of activities outside lessons.	50	39	4	2	5