

## INSPECTION REPORT

**THE ROYAL LATIN SCHOOL**

BUCKINGHAM

LEA area: BUCKINGHAMSHIRE

Unique reference number: 110512

Headteacher: Cecilia Galloway

Reporting inspector: David Jones  
8197

Dates of inspection: 15<sup>th</sup> January 2001 to 18<sup>th</sup> January 2001

Inspection number: 187763

Short 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
School category:	Voluntary Controlled
Age range of pupils:	11 -18
Gender of pupils:	Mixed
School address:	Brookfield Lane Buckingham
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Telephone number:	01280 813065
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Box
Date of previous inspection:	29th April 1996

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

### **INFORMATION ABOUT THE SCHOOL**

The Royal Latin School is an 11-18 voluntary controlled grammar school for boys and girls. It serves an area of over 200 square miles across 3 county boundaries, and draws from over 50 state and private primary schools. The school has 1217 pupils on roll and is larger than average, having virtually doubled in size in the last five years. The school admits the most able third of the pupils in the year group. Only one percent of pupils is eligible for free school meals and this is well below the national average. Some 11.6% of pupils come from an ethnic minority background and this is above the national average for shire counties. These include six percent of pupils who speak English as an additional language, a figure in line with the national average. Less than one percent of pupils have a Statement of Special Educational Needs or feature on the school special needs register, both figures being well below the national average.

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

The Royal Latin is an excellent school with a number of outstanding features. Standards of attainment are above the national expectations for grammar schools and have been well above the national average since the last inspection. The school has significantly improved its examination performance relative to the other Buckinghamshire grammar schools. The quality of teaching is very good; more than half the lessons seen were graded excellent or very good and 92% of lessons were graded good or better. All lessons were at least satisfactory. The leadership and management of the school are particularly efficient with the vision and drive of the head teacher outstanding. The funds available to the school are well below the average for secondary schools nationally, but it relentlessly seeks best value in all financial matters. When consideration is given to the quality of provision and the strength of the school's academic results, it must be judged to give excellent value for money in both the main school and the sixth form.

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

- Standards at all key stages are high.
- The quality of teaching and learning is very good.
- The use of assessment information to inform teaching is excellent.
- The development of pupils' positive attitudes enhances the school's strong ethos.
- The cost effectiveness and overall provision of the sixth form are excellent.
- The collective efficiency of middle managers and the senior team is very good.
- The leadership and management of the headteacher are excellent.

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

- The accommodation issues that place limitations on the range of experience very talented teachers can offer motivated pupils.
- Information and communication technology (ICT) facilities are limited, despite considerable efforts by the school.

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

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

There has been very good improvement since the school was last inspected in early May 1996. At this time the school was the lowest performing grammar school in Buckinghamshire. The 2000 examination results place the school fourth at GCSE and in joint first place at Advanced level, a considerable achievement in this very competitive local environment. Progress in English, mathematics and science in the national tests at age 14 measured against similar schools is good, with particular strengths in the percentages of pupils attaining the highest level. The school has consistently set and exceeded demanding targets in all subject areas and for all pupils. The school's performance at GCSE measured against national averages has been very high for the last five years. Standards at Advanced level have been well above the national average for the last five years and rising by over 20 per cent since the last inspection.

Good progress has been made on the key issues for action given in the last report. Annual reports and other information to parents have improved. Teachers' marking is very good, providing detailed feedback to pupils on how to improve their work at both GCSE and Advanced level. The quality of the school's performance management procedures, introduced in recent years has helped raise the standard of already high quality teaching since the last inspection. The school is giving improved value for money.

The fifty per cent growth on pupil numbers since the last report has made it particularly difficult for the school to deal with its many accommodation shortcomings. However, progress has been made in science and with the newly commissioned excellent library facility. The school still has considerable difficulties with ICT, although it has done well in developing a new suite from its own resources and in gathering refurbished equipment from the local community. Talented teachers and motivated pupils have been denied appropriate access to this key area of curriculum development despite the very considerable best efforts of the school.

## 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	A	A	A	

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

The local authority requires the school to admit pupils who form the most able third of the year group, the broadest range of entry of any local grammar school. Standards of attainment in English, mathematics and science in the national tests at age 14 are above the average for similar schools and well above those of all schools nationally. Some 99.6 per cent of pupils attain above the expected Level 5 in these tests and this places the school in the top five per cent nationally. In the 2000 national tests attainment was highest in mathematics, with three-quarters of the year group attaining the highest level, whilst in English and science more than half of the year group also attained the highest level. Attainment in the core subjects has improved steadily since the last inspection.

Standards of attainment at GCSE in terms of average point scores are well above the average for similar schools and very high, in the top five per cent, in comparison with all schools nationally, as they have been for the past five years. This is a significant improvement on the attainment of the same pupils in the national tests at age 14. Some 98% per cent of the year group attained five or more A\*-C grades at GCSE and all pupils attained five or more A\*-G grades. Students study an exceptionally wide range of courses post 16 and standards of attainment are well above the national average on a rising trend since the last inspection. The quality of pupils' work seen during the inspection was at least good and often exceptional in all lessons. There are no weakness in pupils' learning and the school sets demanding targets at all levels. Standards of achievement in all subjects improve from Key Stage 3 to GCSE.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent.
Behaviour, in and out of classrooms	The behaviour of pupils is excellent at all times and particularly noteworthy when the school's accommodation limitations are considered.
Personal development and relationships	Pupils' personal development and the maturity of their relationships is excellent.
Attendance	Attendance is very high in comparison to other schools.

The maturity displayed by all year groups is exceptional. They understand what is expected of them and pupils comment that they are fortunate to attend such a good school. In class they are supportive of their peers and prepared to academically challenge or develop the efforts of others in a constructive and thoughtful manner. Parents comment that it is difficult to persuade pupils to take a day off from school even when they are unwell. The rate of unauthorised absence is well below the national average.

### 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.*

The quality of teaching in English, mathematics and science in all key stages are very good. Excellent teaching was seen in all departments across the school. In the last inspection 91 per cent of lessons were satisfactory or better and 33 per cent of all lessons were graded very good or excellent. Teaching has improved significantly from this already strong position. Just over 52 per cent all lessons seen were graded very good or excellent and 92 per cent of all lessons were graded good or better with no unsatisfactory teaching seen. The school has expanded significantly in the last three years and some 25 new members of staff have joined the school. Excellent induction, in-service training and performance management procedures have helped develop and support talented individuals.

Teachers' subject knowledge and their understanding of the requirements of the examination board in their subject area is very good. Staff plan very well and their use of the limited time available in a 50 minute period is impressive. Teachers' use of ongoing assessment to inform teaching is excellent, it is the basis of a regime that provides targeted guidance for all pupils. Pupils with special educational needs are consistently supported and challenged. Staff make very good use of the sophisticated ways the school has developed to identify able and gifted individuals to ensure that they are challenged and supported. Literacy and numeracy are well taught within appropriately demanding contexts in all subjects. However, despite considerable efforts on the school's part, teachers and pupils have little access to ICT in the classroom. This is having a negative impact on pupils' learning opportunities in all subject areas despite the best efforts of talented staff.

Pupils' acquisition of skills, knowledge and understanding is very good in Key Stage 3 and excellent at GCSE and at Advanced level. Their intellectual, physical and creative efforts are excellent in all areas of learning. Their knowledge of what they have to do to improve is very good on all examination courses but could be improved in Key Stage 3.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Curriculum provision is very good. Planned with sophistication, it is



curriculum	balanced across each key stage and meets the appropriate statutory requirements. The sixth form curriculum is excellent.
Provision for pupils with special educational needs	Pupils with special educational needs are consistently supported and challenged within this very good provision.
Provision for pupils with English as an additional language	The very good provision for pupils with English as an additional language is founded on the very efficient work of the academic tutors and the Key Stage teams.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good in Key Stages 3 and 4 but excellent post 16. Every subject area has identified the spiritual, moral social and cultural opportunities its curriculum offers and makes good use of them. Assemblies meet the requirements for an act of worship.
How well the school cares for its pupils	Child protection procedures are very good and the efficiency with which risk assessments are completed is excellent.

The school works well in partnership with parents. Staff and pupils make good use of their personal planners and these provide an effective means of communication with parents. Although the school's limited ICT provision does not breach statutory requirements it is very difficult for teachers in all subjects to access the many challenging contexts ICT should be providing for their pupils. A good range of extra curricular opportunities is offered to pupils but the significant journeys the majority of them make to school place limitations on this provision.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The excellent leadership of the head teacher is forthright, committed and visionary. She has built a highly effective senior management team that is a very strong mixture of strategic thinkers and effective managers.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. It provides good support to the school's senior managers.
The school's evaluation of its performance	One of the outstanding features of this school is the way new developments are trialed and evaluated. Once implemented any development is reviewed and refined and the information it produces is used to re-evaluate related areas.
The strategic use of resources	A second outstanding feature is how well the school has done on very limited financial resources.

Staffing, accommodation and learning resources are the key strategic resources deployed by any head teacher. The school has grown very successfully because of the quality of the staff it had and those it was able to recruit, and this is illuminated by the improvement in the quality of teaching already commented upon. Staff work in very limited accommodation and share learning resources very effectively. Physical space is limited in a number of departments, access to ICT in all subjects is limited and yet the management of the school has been able to build a sixth form provision whose cost effectiveness and provision are both excellent.

The school's budget has been well below the national norm in recent years. However it has managed to build a new bus bay, a state of the art library facility and spend twice the national average on teaching resources to help it produce pupil outcomes to place it in the top 5% nationally in public examination. It

has managed all of this because of excellent financial management securely founded on the principles of best value. The school gives excellent 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"><li>• Their children like the school</li><li>• The progress their child makes</li><li>• The behaviour of pupils</li><li>• That it is easy to approach the school</li><li>• The school's high expectations of its pupils</li></ul>	<ul style="list-style-type: none"><li>• Closer links with parents</li><li>• A greater range of activities after school</li></ul>

The inspection team agrees with all the positive views parents have expressed about the school. The school does all that is feasible to develop strong links with parents. The school provides a good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

#### **Standards of attainment at all key stages are high.**

1. The local authority requires the school to admit pupils who form the most able third of the year group, the broadest range of entry of any local grammar school. Standards of attainment in English, mathematics and science in the national tests at age 14 are very high in comparison with the national average, and are above the average for similar schools in terms of the average points score achieved. More than 99 per cent of pupils attain at least the expected level 5 in the national tests, thus placing the school in the top five per cent nationally. In the 2000 national tests attainment was highest in mathematics with three-quarters of the year group attaining the highest level possible. In English and science more than half of the year group also attained the highest level. These high standards are directly related to the quality of teaching consistently seen in classrooms. For example, mathematics is taught in sets organised by ability. Pupils in the least able Year 9 group were preparing for a visit to the computer suite by investigating the area properties of a rectangle. Very good probing questions builds the collective understanding, requires pupils to check the contributions of others and links the calculations to how Excel spreadsheets will present information to them in the next lesson. In this way pupils are prepared for a forthcoming joint assessment task that will be used in both subjects and time is made available for very strong differentiated support, enabling pupils to access the higher National Curriculum levels. In the same way, in a Year 7 history lesson the excellent lesson structure developed pupils' analytical historical skills and required pupils to use these to explain the link between local and national politics in the 17<sup>th</sup> century.
2. Standards of attainment at GCSE are well above the average for similar schools and very high in comparison with the national average. This represents significant value added on standards of attainment at age 14. Pupil's average points score, attained in examination in all their subjects, places the school's performance in the top five per cent nationally. Some 98 per cent of the year group attained five or more A\*-C grades at GCSE and all pupils attained five or more A\*-G grades. Improvement on this scale is founded on the quality of teachers' subject expertise and strong departmental planning. For example, in a Year 11 French lesson meticulous planning and scheduling gave the lesson purpose and continuity, facilitating the introduction in the target language of perfect tense and a very clear understanding of acute and grave accents that provided challenge reflecting the highest GCSE grades.
3. Students study an exceptionally wide range of courses post 16 and standards of attainment are well above the national average. The quality of students' work seen during the inspection was at least good and often exceptional in all post 16 lessons. The key element in the quality of learning is the challenge and support available in all lessons. In an A level physics lesson well judged questioning draws the correct response from individuals and builds mutual confidence, prompting students to question their teacher. This exchange significantly raises the level of student's subject knowledge.
4. The 13 Buckinghamshire grammar schools are very competitive academically. When the school's performance is measured in this local context the Royal Latin can be placed sixth in the national tests at age 14, fourth at GCSE and equal first at Advanced level, a significant demonstration of the school's ability to add value to the efforts of already highly achieving individuals. This drive for excellence is illustrated by a 21 per cent improvement in the average point score of Advanced level students since the publication of the last report.

#### **The quality of teaching and learning is very good.**

5. The quality of teaching in English, mathematics and science in all key stages is very good. Excellent teaching was seen in all departments across the school. In the last inspection 91 per cent of lessons were satisfactory or better and 33 per cent of all lessons were graded very good or excellent. Teaching has improved significantly from this already strong position. In this inspection

just over 52 per cent all lessons seen were graded very good or excellent and 92 per cent of all lessons were graded good or better with no unsatisfactory teaching seen.

6. The school has expanded significantly in the last three years and some 25 new members of staff have joined the school. An excellent induction arrangement for all newly qualified staff includes those students in training from Oxford Brookes University and provides a comprehensive programme on school policies and practice. In-service training and performance management procedures have helped develop and support the many talented individuals recruited recently. A very good system of staff interviews and observations provides information that is used to inform the planning of in-service provision.
7. Teachers' subject knowledge and their understanding of the requirements of the examination board in their subject area are very good. Staff plan very well and their use of the limited time available in a 50 minute period is impressive. For example, in a Year 8 basketball lesson the teacher's dynamic use of questioning, explanation and demonstration builds significant pupil progress into a short time. Teachers' use of ongoing assessment to inform teaching is excellent. For example, in a Year 13 chemistry lesson the teacher had analysed the areas where pupils had failed to gain full marks in their previous work, and used this information to provide focused support, which gave students confidence and raised standards. Pupils with special educational needs are consistently supported and challenged. The school uses the services of specialist external agencies to support pupils undergoing personal dilemmas.
8. Staff make very good use of the sophisticated attainment information the school has collected to identify able and gifted individuals, and to ensure they are challenged and supported in all subjects. Literacy and numeracy are well taught within appropriately demanding contexts in all subjects. The school is introducing a comprehensive review of practice to ensure that key skills are introduced at appropriate levels.
9. Pupils' personal development and the maturity of their relationships are excellent. Their acquisition of skills, knowledge and understanding is very good in Key Stage 3 and excellent at GCSE and at Advanced level. Their intellectual, physical and creative efforts are excellent in all areas of learning. Their knowledge of what they have to do to improve is very good on all examination courses where teachers' marking is very good, providing detailed feedback to pupils on how to improve their work at both GCSE and Advanced level. However, although the marking is equally diligent in Key Stage 3, pupils could improve the standard of their work if what was required to access the high National Curriculum levels was explained to them in the same proactive style as that available at GCSE.

**The use of assessment information to inform teaching is excellent.**

10. The school has developed a comprehensive database of pupil attainment information. Attainment on entry provides the basis for a sophisticated target setting agenda that involves all pupils. National and local grammar school data is used to benchmark performance. The introduction of the very effective key stage management structure has produced very good monitoring of pupils' academic performance and personal development. Key stage and subject staff work together in a strongly inclusive manner, identifying individuals who may require support or further challenge.
11. The school has introduced the interestingly entitled 'Blood tests and Health checks' system of testing and target setting that operates at each key stage. This provides teachers with clear guidance on pupil progress and is consistently used in lessons to inform teaching. For example in a Year 10 'fast-track' mathematics group studying three-dimensional co-ordinates, the teacher began the lesson by reviewing the previous task set, and asked pupils she knows to be capable to illustrate the given example on the white board whilst she provided focused 1:1 support to others. During this time pupils contribute accurate exemplification to the work of their colleague without staff prompting, and the teacher takes the opportunity to extend the task for the whole group.
12. A new challenge for the school has arisen following the local authority decision to change the age of admission to its secondary schools to age 11. Some two years ago the school admitted Year 7 for the first time and these pupils have not yet been involved in the national tests at age 14. The school

has responded by improving its analysis of the Key Stage 2 transfer data that is available on approximately fifty per cent of the year group, and refining its effective termly subject based assessment procedures. This is already providing a curriculum-based analysis of pupil progress that makes feasible the further enhancement of standards at Key Stage 3.

13. Evidence from lesson observations confirms the high quality of marking in all subjects. As already noted some fifty per cent of the pupils admitted to the school come from the private sector and they and their parents have a very limited understanding of the national curriculum levels and what is required to attain them. Pupils comment that they would welcome more guidance on what is required to reach these levels before they undertake the task rather than as development points given when their work is marked. Staff are particularly good at this in the GCSE and A level courses they teach and with the quality of information the school has available on all pupils the departments are seeking to enhance the guidance they give.

#### **The development of pupils' positive attitudes to the school.**

14. Pupils' attitudes to the school, their behaviour, intellectual, physical and creative efforts are excellent. This behaviour is particularly noteworthy when the school's accommodation limitations are considered. In cramped conditions or mobile classrooms they give the task their full attention, listen very well, offer carefully thought out responses and consistently question both the resources available and the staff.
15. The maturity displayed by all year groups is exceptional. They understand what is expected of them and pupils comment that they are fortunate to attend such a good school. In class they are supportive of their peers and prepared to academically challenge or develop the efforts of others in a constructive and thoughtful manner. Parents comment that it is difficult to persuade pupils to take a day off from school even when they are unwell. Attendance is very high in comparison to other schools and the rate of unauthorised absence is well below the national average.

#### **The cost effectiveness and overall provision of the sixth form are excellent.**

16. The Advanced level average points score is well above the national average. A very broad-based curriculum has been organised with 34 A level groups and 37 AS level groups teaching courses in 22 subjects. The school provides a good complementary programme of Personal, Social and Health Education (PSHE) covering moral, ethical and religious issues, as well as topics such as: citizenship, team work, careers, university applications, and debates. The coherent programme that ensures access to key skills teaching is being extended into Key Stages 4 and 3, providing very good progression.
17. The very good system for monitoring academic and personal development, which is regular and thorough, is underpinned by a very effective management structure. The team approach comprising a key stage manager, academic tutors responsible for monitoring student's progress, and a large team of tutors looking after student welfare on a day to day basis overseen by a member of the senior management team, is a particular strength.
18. There is an excellent new library and private study facility with the school's new ICT suite close at hand. A good range of opportunities is provided for sixth formers to develop personally through, for example, serving as prefects, taking part in school productions, participating in the Duke of Edinburgh's Award Scheme or community service. The school provides an extremely cost effective sixth form with a wide range of courses and an organisation that is responsive to legislative and student demand. Teaching is of high quality; of the 20 lessons observed 65 per cent were graded excellent or very good, and academic outcomes are very high.

#### **The collective efficiency of middle managers and the senior team is very good.**

19. The school has developed a very effective team structure approach in all areas. Key stage managers and academic tutors work efficiently through a pastoral office where very good procedures for monitoring all pupil progress and attainment are in place. The excellent dovetail of academic and personal pastoral oversight afforded by this team approach rigorously promotes coherent and systematic strategies to support all pupils. Through this structure the excellent work done by the senior management team on a detailed analysis of the full range of school and national data available is used to set challenges and targets for pupils, teachers and departments, and thus raise standards.
20. The efficiency of the inter-relationship of different aspects of middle management has been one of the keys to the school's academic success. An example of this is the promising recent enhancement of Key Stage 23 transfer information and its combination with improved Year 7 baseline assessment across all subjects in the curriculum, key stage managers and curriculum area managers working very effectively together.
21. Curriculum provision is very good, planned with sophistication to maximise the effective deployment of staff and the efficient utilisation of the school's somewhat limited accommodation. An example of this is the organisation of the day into seven fifty minute lessons with movement time built-in. This means that the lower school and upper school lunch hour can be different, eliminating pressure on facilities. The curriculum is balanced across each key stage and meets the appropriate statutory requirements, but blended effectively with the standard range of subjects are fast track groupings, single sex teaching sets, and a wide range of very good language tuition and vocational courses.

**The leadership and management of the head teacher are excellent.**

22. The strategic use of the school's limited resources and the overall effectiveness of the school are excellent. At the time of the last inspection the school was almost half its current size. Significant growth in any high achieving school can often lead to a period of academic fluctuation and the dilution of the school's ethos. That The Royal Latin has moved forward on so many fronts is the direct result of the drive, vision and missionary zeal of the head teacher. Accommodation difficulties continue to be attacked with imagination. For example, the design and construction of a bus lay-by in the school grounds, entirely at the school's expense, has removed a significant health and safety risk. The school's very limited facilities for physical education are further compromised by changing facilities with health and safety issues, but these will be eliminated by the imaginative redevelopment of part of the school site that will fund the required facility.
23. The school's budget has been well below the national norm in recent years. However the financial management of the head teacher, working with the governing body and key senior staff, has allowed the school to move forward despite the paucity of resources it receives. In addition to the already mentioned construction of a new bus bay, a state of the art library facility has been planned and built. At the same time the school has spent twice the national average on teaching resources to help it produce pupil outcomes to place it in the top 5 per cent nationally in public examination. It has managed all of this because of excellent financial management securely founded on the principles of best value. The school gives excellent value for money.
24. The monitoring and evaluation of teaching is an example of the head teacher's drive that has empowered the senior management team. The introduction of the very effective key stage management structure has produced very good monitoring of pupils' academic performance and personal development that has maintained and enhanced standards.

## **WHAT COULD BE IMPROVED**

### **The accommodation issues that place limitations on the range of experience very talented teachers can offer motivated pupils.**

25. The 50 per cent growth on pupil numbers since the last report has made it particularly difficult for the school to deal with its many accommodation shortcomings. However, progress has been made in science and with the newly commissioned excellent library facility. The school's imaginative plans to redevelop part of the school site will effectively address the very significant limitations in its sports facilities.
26. Accommodation issues significantly handicap a number of curriculum areas. This is particularly notable in music, where the small teaching classroom places limitations on talented staff, and in drama where access to the single specialist room has health and safety implications. In design and technology constraints of space and the shortage of ICT resources limit the opportunities to teach control technology and computer aided design. Similarly, in ICT the lack of departmentally based facilities in other subjects places constraints on the time groups have available in the computer suite.

### **ICT facilities are limited, despite considerable efforts by the school.**

27. The school still has considerable difficulties with ICT, although it has done well in developing a new suite from its own resources and in gathering refurbished equipment from the local community. Talented teachers and motivated pupils have been denied appropriate access to this key area of curriculum development.
28. Although the school's limited ICT provision does not breach statutory requirements, it is very difficult for teachers in all subjects to access the many challenging contexts that ICT should be providing for their pupils. Examples of the difficulties staff face can be drawn from all subject areas. In science, pressure on limited resources affects pupil's experience of the data logging work that can be set; in design and technology computer aided design and manufacture opportunities are insufficient to provide access to the highest levels. Teachers and pupils therefore have little access to ICT in the classroom.
29. Teaching and learning could be further developed through the greater use of information and communication technology. Two of the key issues of the last inspection report in 1996 required the school to improve the access to the ICT in all subject areas. The school has from its own somewhat limited funds built a new computer suite, and with considerable help from the community, local industry and higher education establishments, it has obtained a range of equipment that it is refurbishing to equip a second such facility.
30. The school has not received any allocation of government funding from the National grid For Learning (NgFL) or the New Opportunities Fund (NOF) despite the paucity of ICT resources being made known to the local education authority. Even with the commissioning of the refurbished machines donated by the local community the school will have access to only one computer per eleven pupils. The DfEE has set a target of one machine to every seven pupils. Pupils therefore have inappropriate access to information technology in the classroom and this is having a negative impact on the learning opportunities available in all subject areas despite the best efforts of talented and dedicated staff.

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

31. In order to further enhance the work of this excellent school the governing body and Head teacher should:

- Seek to raise again with the local authority and the DfEE the under investment in its accommodation, which is significantly under pressure following the LEA reorganisation of the age of transfer. (Paragraphs 25-26)
- The school continues to suffer from its limited access to information and communication technology, a key issue in the last inspection report. The head teacher and governing body have done everything within their control to improve this situation but require external support. (Paragraphs 27- 30)

### **OTHER SPECIFIED FEATURES**

32. Post 16 provision was a nominated aspect of this inspection. The quality of this provision was considered so strong that the report on it has been included in the section entitled: 'WHAT THE SCHOOL DOES WELL'.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	66

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	34	39	9	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	Y7-11	Sixth form
Number of pupils on the school's roll	903	314
Number of full-time pupils known to be eligible for free school meals	12	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	10	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	49

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	31

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.9	School data	0.05
National comparative data	5.95	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	77	101	178

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	77	77
	Girls	100	101	100
	Total	177	178	177
Percentage of pupils At NC level 5 or above	School	99.4 (99)	100 (99)	99.4 (97)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils At NC level 6 or above	School	91 (90)	99 (98)	92 (91)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	77	77
	Girls	100	101	101
	Total	177	178	178
Percentage of pupils At NC level 5 or above	School	99.4 (100)	100 (100)	100 (100)
	National	64 (64)	65(62)	62 (60)
Percentage of pupils At NC level 6 or above	School	89.8 (90)	99 (98)	89 (94)
	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	83	92	175

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	82	83	83
	Girls	90	92	92
	Total	172	175	175
Percentage of pupils achieving The standard specified	School	98 (97)	100 (99)	100 (99)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	69 (67)
	National	38.4 (38)

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	19	100
	National		78

#### 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
		2000	68	56

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	22.1	22.6	22.3 (22)	4	4	4 (4)
National	17.7	18.6	18.2(18)	2.6	2.9	2.7 (2.5)

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	6	100
	National		78

#### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	2
Indian	77
Pakistani	2
Bangladeshi	0
Chinese	16
White	852
Any other minority ethnic group	264

#### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	2
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)	61.9
Number of pupils per qualified teacher	19.0

FTE means full-time equivalent.

### Education support staff: Y7–Y13

Total number of education support staff	10
Total aggregate hours worked per week	329

### Deployment of teachers: Y7–Y13

Percentage of time teachers spend in contact with classes	77.5%
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### Average teaching group size: Y7–Y11

Key Stage 3	28.2
Key Stage 4	24.6

## Financial information

Financial year	99/2000
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	£
Total income	2,476,045
Total expenditure	2,577,600
Expenditure per pupil	2,141
Balance brought forward from previous year	119,006
Balance carried forward to next year	17,451

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1204
Number of questionnaires returned	372

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	4	1	1
My child is making good progress in school.	50	44	3	1	2
Behaviour in the school is good.	36	53	4	1	6
My child gets the right amount of work to do at home.	27	54	13	3	2
The teaching is good.	34	59	4	2	4
I am kept well informed about how my child is getting on.	27	50	21	2	1
I would feel comfortable about approaching the school with questions or a problem.	47	44	6	1	2
The school expects my child to work hard and achieve his or her best.	72	25	2	1	1
The school works closely with parents.	19	48	26	3	3
The school is well led and managed.	39	47	6	1	7
The school is helping my child become mature and responsible.	37	50	6	2	5
The school provides an interesting range of activities outside lessons.	20	45	17	7	12

### Summary of parents' and carers' responses

The inspection team agrees with all the positive views parents have expressed about the school. The school does all that is feasible to develop strong links with parents. The school provides a good range of extra-curricular activities.