

INSPECTION REPORT

**BISHOP RAWSTORNE C of E LANGUAGE
COLLEGE**

Croston

Preston

LEA area: Lancashire

Unique reference number: 119787

Headteacher: Mr George Lloyd

Reporting inspector: Mr John Paddick
10308

Dates of inspection: 5 - 8 March 2001

Inspection number: 187833

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive
School category: C of E Voluntary Aided
Age range of pupils: 11 to 16
Gender of pupils: Mixed

School address: Out Lane
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Preston
Lancashire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Beaumont JP

Date of previous inspection: 22 - 26 April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Rawstorne C of E Language College is a voluntary aided mixed comprehensive school catering for 890 pupils in the age range 11-16. It is situated in the village of Croston to the south of Preston, and draws its pupils from over 30 primary schools in a relatively advantaged rural area. Below average numbers of pupils qualify for free school meals. There are only six pupils having English as a second language and none is at an initial stage of acquisition. The roll has risen from 734 since the previous inspection. Pupils' attainment on entry has improved from average to slightly above average, but the attainment of boys is significantly lower than that of girls. The proportion of pupils on the special educational needs register is average but the number of pupils with statements of special educational needs is above average.

HOW GOOD THE SCHOOL IS

Pupils receive an excellent standard of education. They respond extremely positively to the very good teaching, and achieve well above average standards compared to the country as a whole. The school gives very good value for money.

What the school does well

- Academic standards and GCSE results are well above average.
- Pupils' attitudes to school and to study are excellent.
- Teaching is very good.
- There is a very good partnership with parents and the community.
- Leadership and management of the school are excellent.

What could be improved

- Teaching is satisfactory rather than good or better in a sixth of lessons; this limits what pupils can achieve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in 1996. Since then it has made an excellent improvement. At that time, GCSE results were just above average. They have improved faster than the national rate, rising to well above average in 2000. This is a considerable achievement because the attainment profiles of the intakes to Year 7 have only been slightly above average. Teaching has improved sharply over the five-year interval and is now very good. There has been excellent attention to the key issues for action from the 1996 inspection.

Since 1996, the school has acquired Language College status, and has maintained the national Investors in People standard. It has been awarded a Charter Mark, and has become a member of Lancashire's Beacon Schools Network. In May 2000, it was designated a DfEE Training School, providing a route from employment to teaching.

STANDARDS

The table shows the standards achieved by 16 year olds based on GCSE examination results.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	A

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

Results in the national tests at the end of Key Stage 3 have been well above average for the last three years. In 2000, results were well above average compared to the country as a whole in mathematics and science, and above average in English. The results were average for schools taking their pupils from similar backgrounds but represent very good achievement considering the pupils' starting points in Year 7. By Year 9, standards of pupils' work are currently well above average in these three core subjects, and achievement is very good.

GCSE results have improved at a faster rate than nationally since the previous inspection. At that time, just above average proportions of pupils achieved five or more results in the range A*-C. In the intervening years the school has set itself very challenging targets, and results have risen dramatically. In 2000, sixty seven per cent of pupils achieved five or more grades A*-C, which was well above the national average. Ninety nine per cent of pupils achieved five grades A*-G, which was also well above average. The 2000 GCSE results represent very good progress from the end of Key Stage 3. Girls do better than boys, as is the case nationally.

Examination results confirm the well above average standards of work seen during the inspection. By Year 11, standards are well above average in English, mathematics and science. Overall, they are also well above average in the remainder of the subjects. As a specialist Language College, the school promotes the teaching of modern languages very effectively, and standards are also well above average in this area.

Pupils are confident speakers and usually give full concentration in lessons, listening intently to the teacher and the responses of other pupils in the classroom. Standards of writing are well above average by Years 9 and 11. The presentation of pupils' work has improved since the previous inspection and is now good. Numerical skills are very good, and pupils use them confidently in many subjects. Similarly, standards in information and communication technology are good, and pupils are confident to use their considerable skills in all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They value the quality of the school's provision and work hard.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils co-operate very well in lessons, and at break and lunchtime.
Personal development and relationships	Pupils are confident when interacting with adults, and develop into mature young people as they move through the school. Relationships between pupils and with staff are very good.
Attendance	Attendance is above average for the country as a whole. There is no unauthorised absence.

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	N/A

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 and learning is very good across the school. All lessons observed were at least satisfactory, 84 per cent were good or better, 36 per cent were very good or better, and nine per cent were excellent. Teaching is of very good quality in English, mathematics and science in both key stages. This quality is matched in the other subjects of the curriculum taken as a whole, and especially in modern languages. Consequently, pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language, learn at a very good rate. The teaching of literacy and numeracy skills is very good. Teachers set an appropriate amount of homework, which directs pupils to read around topics, continue work started in class and fully master skills, which they have been introduced to in lessons.

Teachers prepare their lessons well so that they meet the needs of all of the pupils. Often, pupils with special educational needs are enabled to access the same work as the other pupils through the very good support provided by the classroom assistants assigned to them. Teachers manage the pupils very well. Consequently, lessons are characterised by a very good learning atmosphere, where pupils can listen intently, answer questions and expect their answers to be respected, and ask for clarification if they are unsure. Relationships are very good and pupils often enjoy their lessons.

They regard the staff as friendly yet firm, and try hard to please them. Teachers make lessons interesting by ensuring that they follow a sequence of varied activities and approaches, often involving the use of information and communication technology, which maintain the concentration of the pupils.

Although most lessons are good or better, there are a few, which are of a lower standard but nevertheless satisfactory. These lessons constrain the pace of learning compared to the good rates generally evident in the school. In some of these lessons, teachers talk too much and pupils find it difficult to maintain concentration. In others, the teacher's introduction lacks vigour and appeal, again resulting in less than full attention from the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of learning opportunities for all pupils and is of very good quality. It meets all statutory requirements. There are plenty of extra-curricular activities.
Provision for pupils with special educational needs	The programme is very effective and the work of the specialist staff and classroom assistants is very good.
Provision for pupils with English as an additional language	The support, which these pupils receive, is very good. It enables them to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. The spiritual dimension of the curriculum is strong, and reflects the denominational nature of the school well. Pupils have very good planned opportunities to enhance their moral, social and cultural development.
How well the school cares for its pupils	Arrangements for pupils' health, safety and welfare are good. Behaviour and attendance are monitored very well. Procedures for the assessment of pupils' personal development are good. Assessment procedures for checking pupils' academic standards and progress are very good in most subjects. However, improvements could be made in information and communications technology.

The partnership between the school and the parents is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher is outstanding. He has a very clear sense of direction for the school, and is supported extremely effectively by his senior and middle managers.
How well the governors fulfil their responsibilities	Governors make an excellent contribution to the work of the school. They understand its many strengths well and plan very carefully for the future. All statutory requirements are met.
The school's evaluation of its performance	This aspect of the school's work is of extremely high quality. Teachers' performance and examination results are scrutinised carefully.
The strategic use of resources	Resources are used very effectively. All specific grants are used for their intended purposes. The school spends its money extremely well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are making good progress.• Behaviour in school is good.• The teaching is good.• They would feel very comfortable about approaching the school with questions or problems.• The school works closely with parents.• The school is well led and managed.• The school is helping their children to become mature and responsible.• There is a good range of activities outside lessons.	<ul style="list-style-type: none">• A minority of parents have concerns about homework.

Inspectors agree with all of the positive views held by parents. There is enough homework set for pupils of all ages and levels of attainment. However, there is some evidence that uneven quantities of homework do cause difficulties for some pupils, who find themselves with rather large amounts to complete on some evenings.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Academic standards and GCSE results are well above average.

1. Pupils enter the school in Year 7 with a profile of attainment, which is slightly above average for the country as whole. The combination of very good teaching and excellent pupils' attitudes to work raises standards very quickly. By Year 9, pupils have reached well above average standards in the core subjects of English, mathematics and science. They are confident speakers and can read and write well. These good literacy skills help them considerably in all the subjects that they study. Numerical skills are good, especially mental arithmetic, and information technology is used frequently and confidently. Standards in French and German are well above average and reflect the school's specialist Language College status.

2. Results in the national tests at age 14 reflect the very good progress made by pupils between Years 7 and 9. In 2000, results in mathematics and science were well above average compared to the country as a whole. Results in English were lower, but still above average. The school's results, taken as a whole, were well above average in 2000, and have been so since 1998. However, compared to schools taking their pupils from similar backgrounds, the results in 2000 were broadly average.

3. Progress continues at a very good rate through Key Stage 4, and pupils achieve very well. The combination of very good teaching, linked to GCSE requirements, and the pupils' excellent attitudes to school, ensures that high standards are reached in most subjects. Pupils achieve better standards at GCSE than might be expected from their results in the national tests at the end of Key Stage 3. Girls do better than boys but this can be explained by the large difference in standards of attainment when they enter the school in Year 7. By Year 11, boys' and girls' standards are still well above the respective national averages in English, mathematics and science. In the run up to GCSE, most pupils are able to combine their skills in writing, analysis, research, numeracy, design, and information and communication technology to produce coursework of good quality. This underpins the formal examinations to be taken later. The school tracks each pupil's progress carefully through the key stage, providing effective extra help and encouragement for those who are underachieving.

4. GCSE results have improved at a faster rate than the national trend. In 2000, they were well above average for the country as a whole, and also well above average for schools taking their pupils from similar backgrounds. Sixty-seven per cent of the cohort achieved five or more results in the range A*-C compared to the national average of 47 per cent. Results in 2000 improved considerably compared to 1999, when 57 per cent of pupils achieved the same standard. Ninety-nine per cent of pupils achieved five results in the range A*-G, which is well above the national average of 91 per cent. GCSE results are really quite exceptional, given the broadly average starting point in Year 7 and the proportion of pupils on the schools' special educational needs register.

5. In individual subjects, GCSE results in 2000 were well above average in English language and literature, mathematics, French, German, chemistry, physics, history, religious education, design and technology subjects and information and communications technology. Results were above average in art and biology, and average in double certification science and geography. Only in business studies, drama and Spanish were results below average. These results represent very good levels of achievement for a cohort and provide pupils with a very good base for further study in the next stage in education.

Pupils' attitudes to school and to study are excellent.

6. All of the school's work is underpinned by the teachings of Jesus Christ. Hence the importance of each pupil as an individual and the teaching of moral values are major characteristics. Pupils respond extremely

positively to the school's vibrant Christian ethos, where they can learn quickly and develop securely into mature young people.

7. Pupils are keen to learn. When they enter classrooms they quickly prepare themselves for work, and it is rare for teachers to take up lesson time settling them. Their very positive attitudes to their work contribute greatly to their very good achievement and progress in their studies, and to the very good results that follow in GCSE examinations. These attitudes are apparent whether pupils are working in direct response to the teacher or with each other in pairs or groups. The very good relationships between teachers and pupils and between the pupils themselves are a key to the success that they achieve.

8. The learning atmosphere in lessons is excellent. Pupils respond to teachers' requests fully, and those with special educational needs flourish with the very good support provided by the classroom assistants assigned to them. Pupils accept those with disabilities and other special educational needs in an extremely mature fashion, allowing them to play a full part in lessons without hindrance of any description. Teachers are afforded total respect, and pupils try hard to please them. When the teacher is explaining a topic, pupils listen carefully, respond orally in a mature manner, and give good levels of concentration to written work when it is set. Attitudes to homework are generally very good.

9. Parents and pupils are right to believe that behaviour is good and that no lessons are disrupted by poor attitudes. Pupils recognise the quality of the education that they receive and respond to staff requests well. Behaviour is very good in lessons, on corridors and at breaks and lunchtimes.

10. Attendance is good, and better than the national average, at 94 per cent for 2000. There was no unauthorised absence, and authorised absence was well below the national average. This reflects the pupils' keenness to attend school and the very good level of support provided by parents. Exclusions for poor conduct are low, and have reduced considerably since the time of the previous inspection. The good attendance and the support of parents are vital factors helping pupils to make very good progress.

11. Pupils are keen to participate in the large number of extra-curricular activities, which the school offers at lunchtime and after school. Here, they are able to develop interests and skills, which complement the academic work of the classroom. Whether in the classroom, participating in activities outside it, or simply chatting in the corridor, staff and pupils display mature friendly relationships, which are a joy to observe. Most pupils like school because they know that lessons will be interesting and the staff will treat them with respect and go out of their way to help them.

Teaching is very good

12. Teaching is very good. In 84 per cent of lessons, it is good or better, in 36 per cent it is very good or better, and in nine per cent it is excellent. Teaching is always at least satisfactory, and has improved considerably since the previous inspection. The quality of the teaching is the main reason why the school is so successful in preparing pupils for GCSE. Teachers know their subjects well, are enthusiastic about them and present them to the pupils in a lively and motivating manner. They establish very good relationships with their pupils, and class management is very good. They plan their lessons very well, explain the work clearly, match the lessons well to the pupils' needs, and maintain their interest with a sequence of well-chosen activities. Homework is sufficient for all pupils, and provides valuable opportunities to practise skills, and research topics introduced in class. Over 90 per cent of parents believe that teaching is good, and they are right to hold this positive view. The school monitors the quality of teaching in all subjects, and is successful in maintaining high standards.

13. Often lessons are enhanced by the use of the latest technology, such as interactive whiteboards. These help teachers to present work in a manner that is very easy to follow, with excellent diagrams and explanations. In an excellent mathematics lesson in Year 9 on the theorem of Pythagoras, the teacher first checked that all of the pupils understood the algebraic equation linking the lengths of the sides of a right-

angled triangle. She was confident, businesslike, enthusiastic and related extremely well to the pupils, who responded with great interest and full concentration. They were treated to a first-rate interactive whiteboard presentation that explained the theorem extremely clearly. To ensure that all of the pupils had understood the topic, the teacher then gave them a very limited time to work out answers, which they entered onto the classroom screen through individual electronic keypads. Hence all of the pupils participated in the question and answer session, and it was obvious if any of them had made any errors, which were subsequently fully investigated. The pupils worked quickly and neatly with an extensive written exercise, whilst the teacher circulated to provide extra help for the few who made mistakes. Learning in this lesson was extremely rapid, as a result of the clarity of the explanation and the checking of understanding. Pupils left the room fully confident about working out the length of an unknown side of a right-angled triangle, given the lengths of the other two.

14. Sometimes the planning of lessons into sequential elements involving a variety of activities leads to rapid rates of learning. In an excellent science lesson on sound, also with Year 9, the teacher began with a fascinating introduction to ensure that pupils understood the necessity for a medium for the movement of sound. Questioning of the class was excellent and involved humour to add interest. A demonstration kept the pupils on the edges of their seats because the teacher was able to give a compelling commentary whilst managing the equipment in front of them. At the right time a small amount of written work changed the focus of the lesson, and this was swiftly followed by practical work with elastic, string and wire telephones in the playground. This enabled the pupils to predict that the wire would be a better medium for the passage of sound than the elastic or the string. On their return to the laboratory, the pupils were given an excellent demonstration of the pulse-like nature of sound. Learning was again rapid because the lesson was of such high quality. All the pupils left the lesson with a clear understanding of the way in which sound travels through the air, wires and buildings.

15. Pupils with special educational needs have very good teaching too. Some pupils are withdrawn from parts of the curriculum to provide crucial help with reading and writing. All pupils on the special educational needs register have individual education plans which enable staff to focus on their targets for development during lessons. Teachers and classroom assistants work very well together to provide lessons which are challenging but which, nevertheless, all of the pupils can access fairly comfortably. Classroom assistants have very good relationships with the pupils assigned to them. They are patient yet firm, and expect their designated pupils to make at least as good progress as the other pupils in the class. The school's GCSE results bear testimony to the success of this work. An unusually high proportion of lower attaining and special educational needs pupils achieve at least five results in the range A*-G.

There is a very good partnership with parents and the community.

16. The school values its links with parents highly, and provides them with good quality information. The links are very effective in helping pupils reach their potential, and in the provision of extra resources and work placements. The school prospectus, which parents receive when their children are about to join in Year 7, is well set out and very informative. Annual governors' reports and information on options in Key Stage 4 are of the same quality. Parents receive regular newsletters so that they feel well informed about the work of the school. They may also visit the school's web site for information, and their views are regularly sought through questionnaires.

17. Parents express great satisfaction with the school. It has a good reputation in the locality and it is regularly oversubscribed. The overwhelming view of parents is that the school provides their children with a very good standard of education. They feel involved in the education process and would be comfortable in approaching the school with problems. Many of the school's links with parents are particularly effective. Parents are keen to support their children's education and development and attend the annual meetings to discuss progress in large numbers. They monitor their children's homework and are quick to raise issues with the school if they have concerns. Approximately one parent in seven does have concerns about homework,

and inspectors agree that, although the correct amount is provided, there is evidence to suggest that scheduling could be improved.

18. Pupils' progress is tracked thoroughly and regularly in all subjects from the time that they join the school in Year 7. Parents are fully involved in this process, either through the annual parents' meetings and reports, or additionally through mentoring meetings provided for pupils who are perceived to be underachieving. The cycle continues through the five years of the school curriculum, is instrumental in helping to raise standards, and involves parents fully in the setting and monitoring of targets for underachievers. Arrangements for the provision of work for pupils who are unable to attend school for long periods are excellent. When parents request work for their children to complete at home, it is provided promptly and marked quickly so that the effect of the pupil's absence on progress is minimised.

19. The recent acquisition of funding to further develop the school's specialist Language College status has brought great benefits to the local feeder primary schools. Their teachers speak highly of the lessons provided by Bishop Rawstone staff in French, German, and information and communication technology. Pupils in Years 5 and 6 enjoy the lessons, which give them an excellent feel for these subjects. The added advantage is that they have met some of their future teachers and are keen to transfer to their new school at the end of Year 6. Hence, the previously good links with primary schools are now excellent, and provide pupils with a smooth transition to secondary education.

Leadership and management of the school are excellent.

20. The quality of leadership and management is excellent and has been the single most important factor in the substantial progress the school has made. The leadership of the headteacher is outstanding. He has a clear sense of what the school should seek to achieve and has the skill to put into place those measures necessary to ensure that it is successful. He is well liked and respected by pupils, staff and parents. His personality is such that he successfully makes demands of staff and pupils and brings out the best in them. With the excellent assistance of senior and middle management, he has been able to raise standards very considerably whilst maintaining and strengthening the school's denominational characteristics. Parents believe that the school is well led and managed; they are right to hold this view.

21. The headteacher's outstanding energy, determination and personal example have given a sharp focus to raising achievement; this has led to a significant increase in expectations and standards. All managers show a high level of commitment to, and engagement with agreed procedures. This is clearly seen in the status given to the annual cycle of tracking pupils' progress, and the way in which it is made to link with the challenging targets for GCSE. Another example is the frequent monitoring of teaching to ensure that good quality is maintained. The senior management team is loyal and hardworking, carrying out significant and wide-ranging responsibilities with considerable skill and good humour. There is a strong sense of teamwork and purpose, shared ambition and an expectancy of high standards.

22. Secure development planning underpins the improvements made by the school. Since the previous inspection, managers have considered the key issues carefully, and have used them successfully as a platform for raising standards further. GCSE results have improved by almost 50 per cent. Improvements to information and communications technology, the library, and science and technology accommodation have been made possible as a result of successful submissions for financial assistance. Applications for specialist Language College status, the Investors in People standard, and a Charter Mark have all been successful, and the school has become a member of the Lancashire Beacon Schools Network in its role as a Training School.

23. The work of governors is of high quality. They are skilfully led and have a very strong role in the running of the school. They understand its many strengths and the reasons for them. Apart from ensuring that all statutory requirements are met and setting challenging but achievable targets for GCSE, governors are extremely keen to see further developments. Whilst maintaining an excellent relationship with the headteacher

and the staff, they are constantly probing and challenging, and always energetically seeking the best for the school.

24. The school gives very good value for money. Unit costs are only average yet the progress which pupils make is very good. Pupils' attainment on entry to the school is only slightly above average yet GCSE results are well above average. Management and teaching are the main keys to the school's very strong performance but its vibrant Christian ethos is also an extremely strong factor.

WHAT COULD BE IMPROVED

Teaching is satisfactory rather than good or better in a sixth of lessons; this limits what pupils can achieve.

25. No unsatisfactory teaching was observed during the inspection. Over a quarter of all teaching was very good or excellent, and 84 per cent was good or better. This good quality sets a challenging but achievable standard for all teaching to reach, especially the remaining 16 per cent which is only satisfactory. Satisfactory teaching and learning is not good enough in a school where the highest academic standards are sought.

26. In the satisfactory lessons, there is often less evidence of the essential strengths of energy, enthusiasm, confidence, and a good lesson structure. The pace of learning, although satisfactory, is constrained somewhat by weaknesses in the teaching that are not present in most of the other lessons in the school. Examples of satisfactory teaching were found in five subjects across the curriculum during the inspection.

27. A careful check on the balance between the teacher's input and the pupils' activity in lessons would be beneficial. At the start of lessons, some teachers have a tendency to speak for too long. Consequently, the pupils eventually become restless and lose concentration. These instruction sessions would be more effective if they were to be broken up with either short written exercises or other activities. Some lessons could be improved if the teacher's explanations were to fully hold the attention of the whole class. If pupils are to learn quickly, explanations must be clear, concise and compelling. Often, these will include the relationship between the subject being studied and the world outside school, and demonstrations of techniques in practical subjects.

28. All of the science teaching observed was good or better but an analysis of previously completed written work revealed two important weaknesses. One pupil had a considerable amount of written work unmarked. Another low attaining pupil was clearly having considerable difficulty with the school's Key Stage 3 course booklets. The course is very well structured and meets the requirements of the National Curriculum. It is suitable for the vast majority of pupils. However, care needs to be taken to adapt it for lower attaining pupils so that they can read the text and experience success with their written answers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to maintain and improve on the already high standards and quality of education the school provides, the headteacher, governors and staff should give attention to:

- Improving the quality of teaching and pupils' learning further by:
 - In a sixth of lessons, improving the teaching to match the best in the school so that the pupils make consistently good progress.
 - Sharing good practice and ensuring that the monitoring of lessons focuses on the rate of pupils' learning.
 - Ensuring that there is a correct balance between the teacher's input and the pupils' learning activities.
 - Ensuring that explanations are clear, concise and compelling, including where possible reference to the world outside the classroom.
 - Checking the Key Stage 3 science programme carefully to ensure that it meets the needs of the lowest attaining pupils.
 - Providing more opportunities for pupils to observe demonstrations of techniques in practical subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
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
9%	27%	48%	16%	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	Y 7 – Y 11	Sixth form
Number of pupils on the school's roll	890	
Number of full-time pupils known to be eligible for free school meals	35	

Special educational needs	Y 7 – Y 11	Sixth form
Number of pupils with statements of special educational needs	37	
Number of pupils on the school's special educational needs register	178	

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.9

Unauthorised absence	%
School data	0.0
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	99	87	186

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	63	81	79
	Girls	70	70	65
	Total	133	151	144
Percentage of pupils at NC level 5 or above	School	72 (68)	82 (82)	77 (67)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	32 (35)	58 (54)	44 (30)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	80	83	85
	Girls	76	72	72
	Total	156	155	157
Percentage of pupils at NC level 5 or above	School	84 (63)	84 (83)	84 (69)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	42 (34)	63 (57)	47 (36)
	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	74	97	171

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	41	73	73
	Girls	73	96	97
	Total	114	169	170
Percentage of pupils achieving the standard specified	School	67 (57)	99 (97)	99 (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	49 (44)
	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	20	100
	National		N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	884
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	
Other minority ethnic groups		

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y 7 – Y 11

Total number of qualified teachers (FTE)	51.4
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y 7 – Y 11

Total number of education support staff	15
Total aggregate hours worked per week	354

Deployment of teachers: Y 7 – Y 11

Percentage of time teachers spend in contact with classes	79%
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Average teaching group size: Y 7 – Y 11

Key Stage 2	N/A
Key Stage 3	24.0
Key Stage 4	19.6

Financial information

Financial year	1999-2000
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	£
Total income	1,965,049
Total expenditure	1,989,777
Expenditure per pupil	2296
Balance brought forward from previous year	72,460
Balance carried forward to next year	47,732

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	890
Number of questionnaires returned	635

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39.9	50.4	7.5	1.8	0.3
My child is making good progress in school.	40.9	50.4	6.5	1.0	1.2
Behaviour in the school is good.	43.9	49.1	3.2	0.7	3.2
My child gets the right amount of work to do at home.	28.3	55.7	12.0	2.8	1.2
The teaching is good.	41.1	53.2	2.8	0.3	2.5
I am kept well informed about how my child is getting on.	42.1	45.3	9.8	1.3	1.5
I would feel comfortable about approaching the school with questions or a problem.	72.7	26.0	1.0	0	0.3
The school expects my child to work hard and achieve his or her best.	68.7	28.6	2.2	0.2	0.3
The school works closely with parents.	47.4	41.9	7.7	1.5	1.5
The school is well led and managed.	73.7	24.3	0.5	0	1.5
The school is helping my child become mature and responsible.	51.9	41.8	4.0	0.2	2.2
The school provides an interesting range of activities outside lessons.	37.8	49.1	6.0	1.0	6.2