

INSPECTION REPORT

URMSTON GRAMMAR SCHOOL

Urmston

LEA area: Trafford

Unique reference number: 106369

Headteacher: Mr. M. Spinks

Reporting inspector: Mr. D. Driscoll
11933

Dates of inspection: 8th – 10th January 2001

Inspection number: 187880

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Foundation
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Newton Road Urmston Manchester
Postcode:	M41 4UG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. E. May
Date of previous inspection:	13 th May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a mixed grammar school of average size, educating pupils between the ages of 11 to 18. There are 847 pupils at the school; approximately 57 per cent are girls. There are few pupils from ethnic minorities at the school. Three pupils come from homes where English is not the first language but all are fluent in English. The socio-economic circumstances of the pupils are above average and their attainment on entry to the school is well above average, although there is a wider range of prior attainment than is usually seen in grammar schools. There are eight pupils with special educational needs and one has a statement of special educational needs; both of these represent proportions that are well below the national average. The school is very popular with parents and there are more parents wishing to send their children to the school than there are places available.

HOW GOOD THE SCHOOL IS

This is a good school. The good quality teaching, combined with the pupils' outstanding attitudes, ensure that very high standards are the norm. The good leadership provided by the headteacher brings about a commitment to maintaining high standards in all areas of the school's performance. The school provides good value for money.

What the school does well

- The good standard of teaching has a positive impact on pupils' learning and enables them to achieve well in relation to their levels of attainment on entry to the school.
- Pupils have outstanding attitudes to their work and their personal development is excellent.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Standards of attainment are very high.

What could be improved

- The length of the taught week is less than the national average and this reduces the number of subjects that pupils can study to GCSE level.
- There are weaknesses in the systems for the assessment and monitoring of pupils with special educational needs.
- Pupils do not reach the highest standards at GCSE in the resistant materials area of design and technology because the pace of working is too slow.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in 1996. Results in the national tests for 14 year olds and at GCSE have been maintained at a very high level and A-level results remain well above the national average. Attendance has improved from a level that was already very high and exclusions continue to be exceptionally rare. The good quality teaching has been maintained. The new headteacher has addressed the main weaknesses identified in the previous inspection report most successfully and some, such as the degree of challenge for pupils, are now strengths 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*	E
A-levels/AS-levels	A	A	A	

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in the national tests in English, mathematics and science for 14 year olds were in the top five per cent nationally in 2000, as they have been for at least the last four years. Overall, results were similar to those in other grammar schools in 2000.

Results in the GCSE examinations have been in the top five per cent nationally for at least the last four years. Results in 2000 were well below the average for grammar schools because pupils study fewer subjects to GCSE level than is usually seen; this reduces their average total points score. If the pupils studied just one more subject to GCSE level, and were as successful as they are in their other subjects, the results would be above the average for selective schools. Results were well above the national averages in all subjects and the proportions of grades A* and A were very high and similar to those in other selective schools. Whilst the proportions of pupils attaining A* and A grades were very high in most subjects, in the resistant materials area of design and technology the proportion was only average. Results at A-level were well above the national average in 2000, as they have been for at least the last four years. Results were above average in almost all subjects, except those in art and design which were below average.

Pupils achieve well at the school when compared with their standards of attainment on entry. The standards of work seen during the inspection confirm the standards suggested by test and examination results, except in A-level art and design in which standards are now significantly higher. The standards of both numeracy and literacy are high. The school sets appropriate targets for its performance and is successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. Pupils are extremely enthusiastic about school. They demonstrate a great willingness to learn and to succeed.
Behaviour, in and out of classrooms	Excellent. Behaviour is of the very highest standard, both in lessons and around the school. There are no permanent exclusions and the use of fixed term exclusions is very rare.
Personal development and relationships	Excellent. Pupils act in a responsible and particularly mature manner. They show a great deal of respect for the opinions of others. There is an outstanding degree of racial harmony in the school.
Attendance	Excellent. Attendance is very high and unauthorised absence is extremely rare.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged 16-18 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching in the school is good. Teaching is satisfactory or better in 98 per cent of lessons, very good or better in 22 per cent and unsatisfactory in two per cent. Teaching is effective in meeting the needs of the vast majority of pupils, although there are a few pupils with special educational needs whose progress is not being monitored closely enough.

The quality of teaching is good in English, mathematics and science throughout the school; the special provision made to develop thinking skills in science is particularly effective. The skills of literacy and numeracy are taught well. There are weaknesses in the teaching of the resistant materials area of design and technology in GCSE classes where the pace is too slow, particularly for the highest attainers, and marking is unhelpful. Across the school, the main strengths in the teaching are the teachers' knowledge of their subjects, the expectations that they have of their pupils and the way that they use homework, both to extend the lesson and to assess how well pupils have learnt. The only minor weakness in the teaching is the tendency, in a small number of lessons, for the pace of learning to slow in the last ten minutes. The result of the teaching is good quality learning where pupils gain new knowledge and understanding at a rate that is better than would usually be expected. Pupils put a great deal of effort into their work and concentrate hard for long periods. They work very well on tasks that require a degree of independence, such as research projects, and have a good knowledge of their own levels of achievement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally good, although better in Years 7 to 9 and the sixth form than in Years 10 and 11. The length of the school week is short and pupils do not study enough subjects at GCSE level. The curriculum is particularly broad in Years 7 to 9 and in the sixth form.
Provision for pupils with special educational needs	Satisfactory. Procedures for assessing and monitoring some pupils are weak but the new learning support provision is of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for pupils' moral and social development is excellent and the provision for their spiritual and cultural development is good.
How well the school cares for its pupils	Good. Appropriate procedures are in place for child protection and there are very thorough systems for ensuring the health and safety of pupils. The pastoral system reinforces strongly the provision for social development elsewhere in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision of the future of the school that is communicated clearly in the school development plan and shared by the school's staff.
How well the governors fulfil their responsibilities	Good. Governors have a comprehensive understanding of the school's strengths and weaknesses, and fulfil well their role as critical friends of the school.
The school's evaluation of its performance	Good. The monitoring of teaching is effective in identifying weaknesses. Governors monitor the progress of the school towards its targets at every meeting of the full governing body. Good systems are in place for managing the performance of teachers.
The strategic use of resources	Satisfactory. The targeting of funds to the improvement of information and communication technology has been particularly effective. However, the length of the taught week is short and the proportion of time that teachers spend teaching is well below average. The school gives careful consideration to providing value for money, particularly in terms of consulting with parents and pupils and comparing its performance with other high performing schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Parents are very happy with almost all aspects of the school and feel that there are significant strengths in leadership and teaching that lead to high expectations, good progress and high standards of behaviour.	Parents of pupils in Year 7 feel that there is too much homework and the school does not work closely enough with them in terms of providing enough information on their child's progress during the first term.

The inspection team agrees with parents' positive views. The inspection team recognises, but disagrees with, the concerns of parents of pupils in Year 7. The school provides a consultation meeting for parents in October and a written interim report in December. This report went out after the questionnaire was sent out, so parents may well not have been aware that it was on its way, although there is a timetable and calendar printed in the prospectus. Concerns regarding homework relate to the change from primary to secondary education. Whilst there is a very significant increase in the amount of homework that pupils have to carry out, it prepares them well for the rigours of study in later years and plays a large part in the attainment of very high standards.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good standard of teaching has a positive impact on pupils' learning and enables them to achieve well in relation to their levels of attainment on entry to the school.

1. The quality of teaching is good in all years; it promotes good learning throughout the school. Teaching was at least satisfactory in 98 per cent of lessons seen and good or better in 78 per cent of lessons. Teaching was very good or better in 22 per cent of lessons, with teaching of an excellent standard seen in five per cent of lessons. Only two per cent of lessons were unsatisfactory. The quality of teaching and the learning that it promotes is a significant strength of the school and leads to pupils achieving well.
2. In lessons, there is a disciplined atmosphere in which the excellent relationships between teachers and pupils lead to a purposeful learning environment. Pupils respond by working very hard and concentrating completely on their tasks. In Years 10 and 11 and in the sixth form, pupils take appropriate notes of pertinent points without prompting from their teachers.
3. The good management of pupils and the varied teaching methods adopted engage pupils' interest, and help them to work productively. In a Year 9 geography class, the excellent subject knowledge of the teacher and a lively exposition ensured that pupils responded well and worked at an excellent pace. Very good control of the class, using a wide range of interesting and challenging topics related to Primary, Secondary and Tertiary industries, ensured that all pupils concentrated fully. Regular testing is a feature of the work of the school and, as a result, pupils are well aware of how well they are achieving.
4. One of the most significant strengths of the teaching is the high expectations that the teachers have of their pupils. Teachers are very aware that they are teaching pupils who have developed a thirst for knowledge; they respond accordingly. In a Year 9 science class, for example, the skilled use of questioning probed pupils' understanding: the teacher did not accept superficial answers or comments. Pupils were confident enough to question the teacher about the detail of his description and the teacher again demonstrated excellent subject knowledge by moving effortlessly to a different model to explain the relationship between current and potential difference in series and parallel circuits.
5. Many teachers provide clear explanations of new ideas. This was seen to very good effect in a Year 9 English class focusing on the relationship between different characters in Shakespeare's 'Twelfth Night'. Skilled use was made of drama; pupils engaged well with a variety of oral tasks and group presentations that produced a seamless rendition of a scene from Act 1. Very good use was made of the pupils themselves in a carefully structured lesson that included a wide variety of interesting tasks. In a Year 8 German class, the varied opportunities for the pupils to practise the use of the vocabulary in the correct grammatical context ensured that they learned the vocabulary systematically. Pupils listened well and responded in German whenever possible.
6. Occasionally, teachers do not make the full use of the 70-minute period. In a few instances the teaching finished some time before the end of the lesson.
7. Teachers make particularly good use of homework, which effectively extends the lesson time and provides valuable feedback on how well pupils have learnt their work. Some teachers, particularly in science, set optional tasks on top of the compulsory homework so that the needs of the very highest attainers can be met more effectively.

Pupils have outstanding attitudes to their work and their personal development is excellent.

8. Pupils have enquiring minds and always seek to improve their standard of work. In many of the lessons observed, pupils' attitudes were very positive. They want to learn, and enter into partnership with their teachers to do so. They listen to their teachers and to each other responsibly and maturely in almost all lessons. They contribute well, and show respect for the views and beliefs of others in discussions.
9. Pupils behave extremely well in lessons and around the school. They respect the rules, and show a high level of responsibility. Pupils in the sixth form act most responsibly. They follow the rules concerning use of time for private study, and they do not waste their time. They have a strong sense of purpose and want to achieve high standards. Sixth form pupils contribute well to community service, including support and counselling for younger pupils. During lunch breaks, many pupils were observed socialising and attending extra-curricular clubs. The sixth form Christian Union gathering was one such example where pupils expressed their belief in God through music. Overall, pupils have excellent attitudes to their work.
10. The personal development of pupils is excellent. They form very constructive relationships with one another and with teachers and other adults in the school. Pupils from different ethnic backgrounds are extremely well integrated into the life of the school. All pupils work very well together in lessons. Around the school they are sensible in the way that they behave and respond to each other. Pupils develop well as independent learners. Pupils were often seen working independently of the teacher on research topics, individual study and private reading.
11. The level of attendance is very high when compared to the national average because pupils enjoy attending the school. They are extremely punctual to lessons.

The school makes very good provision for pupils' moral, social and cultural development.

12. The school makes very good provision for pupils' spiritual, moral, social and cultural development, reflecting the clearly stated school aims for this aspect of the curriculum and an ethos that stresses individual responsibility and accountability. Its ethos enables pupils to become mature and responsible as they progress through the school.
13. There is good provision for the spiritual development of pupils. Pupils benefit from the positive examples set by staff. Assemblies provide opportunities to pray and the school meets statutory requirements for collective worship. All pupils are taught religious education and these lessons have a considerable spiritual dimension. Most subjects make a contribution to this aspect of personal development, including those that frequently play a major role such as art and design and music. There were opportunities for quiet reflection during many lessons.
14. The school makes excellent provision for the moral development of pupils. The Code of Conduct is part of the life of the school and is understood well by all. A well-organised system of rewards and sanctions sharpens perceptions of right and wrong as do the commendable role models set by the staff. The excellent relationships that generally exist between staff and pupils encourage a positive response. Subject teachers stress correct attitudes and behaviour. For example, the personal and social education programme deals with the moral issues that surround bullying, and physical education provides a context in which fair play, honesty and playing to the rules are explored. Pupils ponder issues such as the Holocaust in religious education and history and problems associated with the less developed countries in geography.

15. An excellent feature of the school is the way in which it encourages and manages the social development of its pupils. There is an expectation that pupils will become responsible members of society; this is strongly reinforced through the pastoral system. Through the School Council, pupils are involved in the decision-making process; matters discussed are substantive and difficult. Prefects in Year 11 are encouraged to act independently, as are the school officers in the sixth form. There is a high level of collaboration during the many opportunities for extra-curricular activities.
16. The school makes good provision for cultural development. This encompasses the world of science and technology as well as fashion, theatre and sport. Concerts are visited. There is a clear focus on the impact of information and communication technology on culture. Pupils learn about other cultures in geography, dance and modern foreign languages, and the school prepares pupils well for life in a multi-cultural society. For example, art and design consider the impact of non-western art in depth and religious education teaches about the major faiths that are represented in our society.

Standards of attainment are very high.

17. Overall results in the national tests for 14 year olds have been in the top five per cent nationally for at least the last four years; this holds true for English, mathematics and science. All pupils who sat the tests reached the nationally expected standard and almost all achieved Level 6. The proportion attaining Level 7 or above was very high. Attainment, both of boys and girls, was very high when compared with the national average.
18. Results in GCSE examinations have been in the top five per cent nationally for at least the last four years. Results in 2000 were well below the average for grammar schools because pupils study fewer subjects to GCSE level than is usually seen; this reduces their average points score. If pupils studied just one more subject to GCSE level, and were as successful as they are in their other subjects, the average total points score would be above the average for selective schools. Results are well above the national averages in all subjects; the proportions of grades A* and A are very high and similar to those in other selective schools. Attainment, both of boys and girls, has been very high compared with the national average for at least the last four years.
19. Results at A-level are well above the national average, as they have been for at least the last four years. Results were above average in almost all subjects, although those in art and design were below average. The school has been taking steps to improve the standing of art and design in the eyes of the pupils. The display of high quality work around the school, and the creation of the school's own gallery, have been successful in demonstrating to pupils that art and design can be just as demanding as any other subject. As a result of the initiatives, the standard of work in art and design is improving.
20. Pupils achieve well at the school when compared with their standards of attainment on entry. The standards of work seen during the inspection were very high in almost all subjects; this confirms the standards suggested by test and examination results. The standards of numeracy and literacy are high. There are specific policies in place to address numeracy and literacy and many teachers reinforce these skills in their everyday lessons. In physical education, for example, pupils in Year 7 must estimate the angles they turn through, and learn the meanings of several new terms in each lesson.

WHAT COULD BE IMPROVED

The length of the taught week is less than the national average and this reduces the number of subjects that pupils can study to GCSE level.

21. The length of the taught week is below that of most other schools and this restricts the number of GCSEs that pupils can study. This has the affect of lowering the average total GCSE points score per pupil to well below that of similar schools. If sufficient time was made available for pupils to study for one more GCSE, and if they achieved a grade similar to those they achieve in their other subjects, this would move the average total points score from well below to above that of similar schools.

There are weaknesses in the systems for the assessment and monitoring of pupils with special educational needs.

22. Currently, the school does not have due regard to the requirements of the Code of Practice for pupils with special educational needs. The school does not maintain an up-to-date register of pupils with special educational needs that details their specific needs or identifies the stage that they are at. There are no clear targets for some pupils with special educational needs. As a result the school is unable to monitor their progress effectively. Some teachers are unaware of which pupils have special educational needs and the lack of individual education plans mean that some teachers do not know how to promote the improvement of specific skills, such as spelling for those pupils who are dyslexic. This only affects a very small number of pupils; the school has good learning support arrangements, in other respects, that are targeted at lower attaining pupils in general. The school has identified many of the areas of concern noted above and is in the process of reviewing its systems.

Pupils do not reach the highest standards in the resistant materials area of design and technology because the pace of working is too slow.

23. Whilst the proportions of pupils reaching the very highest levels at GCSE are well above the national averages in most subjects, few reach these standards in design and technology - resistant materials. This is a result of weaknesses in the teaching. Lessons are not planned to cover sufficient work. In individual lessons the teacher spends too long talking to pupils before getting them down to work. In a lesson seen, the teacher read out an overhead projector transparency that the pupils could easily read for themselves. The scheme of work for the course is brief and allows too much time for individual elements of the syllabus. Work is marked and graded, but comments are often restricted to "Well done" rather than pointing out how the work could be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. To raise further the standards of work and the quality of education provided, the governors and senior management team should:
- (1) increase the number of subjects that pupils are able to study to GCSE level (Paragraph 21);
 - (2) develop and introduce systems for the identification, assessment and monitoring of pupils with special educational needs (Paragraph 22);
 - (3) improve the quality of teaching in the resistant materials area of design and technology in GCSE classes by using the examples of excellent practice that exist elsewhere in the school (Paragraph 23).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	56	20	2	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 – Y13
Number of pupils on the school's roll	847
Number of full-time pupils eligible for free school meals	29

Special educational needs	Y7 – Y13
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.8
National comparative data	7.6

Unauthorised absence

	%
School data	0.0
National comparative data	1.0

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	61	69	130

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	61	60	60
	Girls	69	69	68
	Total	130	129	128
Percentage of pupils at NC level 5 or above	School	100 (98)	99 (100)	98 (98)
	National	64 (63)	66 (62)	60 (55)
Percentage of pupils at NC level 6 or above	School	96 (88)	99 (97)	95 (87)
	National	24 (28)	38 (38)	26 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	61	61	61
	Girls	69	69	69
	Total	130	130	130
Percentage of pupils at NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	90 (95)	100 (98)	97 (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	51	74	125

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	49	51	51
	Girls	71	73	74
	Total	119	124	125
Percentage of pupils achieving the standard specified	School	95.2 (99)	99 (100)	100 (100)
	National	49.0 (46.6)	88.8 (90.9)	94.4 (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	56.9 (57)
	National	38.7 (38.0)

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

Attainment at the end of the sixth form

Number of pupils 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	51	62	113

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	23.7	23.3	23.5 (22.4)	N/a	N/a	N/a (3.0)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	2
Indian	3
Pakistani	2
Bangladeshi	0
Chinese	2
White	817
Any other minority ethnic group	19

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
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: Y7 – Y13

Total number of qualified teachers (FTE)	53.8
Number of pupils per qualified teacher	16.0

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	8
Total aggregate hours worked per week	177

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	71
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Average teaching group size: Y7 – Y11

Key Stage 3	28
Key Stage 4	21

Financial information

Financial year	1999/2000
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	£
Total income	2285552
Total expenditure	2367959
Expenditure per pupil	2790
Balance brought forward from previous year	563536
Balance carried forward to next year	481129

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	847
Number of questionnaires returned	289

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	46	6	1	1
My child is making good progress in school.	60	37	1	0	2
Behaviour in the school is good.	48	45	1	0	6
My child gets the right amount of work to do at home.	29	52	15	3	1
The teaching is good.	47	48	1	0	4
I am kept well informed about how my child is getting on.	32	51	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	46	42	8	2	2
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	29	50	16	2	4
The school is well led and managed.	50	44	1	0	6
The school is helping my child become mature and responsible.	45	49	3	1	3
The school provides an interesting range of activities outside lessons.	28	47	12	2	10