

INSPECTION REPORT

GREAT SANKEY HIGH SCHOOL

Great Sankey, Warrington

LEA area: Warrington

Unique reference number: 111434

Headteacher: Mr A Yates

Reporting inspector: Mr C Glynn
2741

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

Inspection number: 187895

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 19 years
Gender of pupils:	Mixed
School address:	Barrow Hall Lane Great Sankey Warrington Cheshire
Postcode:	WA5 3AA
Telephone number:	01925 724 118
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr P J Walker
Date of previous inspection:	April 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Sankey High School is much bigger than other secondary schools and it continues to grow in size. The 1,572 pupils are drawn largely from the local area of Warrington New Town. There are significantly more boys on the school roll than girls. Although the New Town is generally advantaged in terms of housing and employment it also contains pockets of significant disadvantage both economically and socially. This raises the number of pupils entitled to free school meals to above the five per cent identified in 1999-2000. Very few pupils represent minority ethnic communities or are learners of English as an additional language. The number of pupils with special educational needs is also less than in most schools. The attainment of pupils on entering the school is broadly average.

HOW GOOD THE SCHOOL IS

Great Sankey continues to be a very effective school and it is still improving. The leadership and management of the school are exceptional and as a consequence pupils achieve above average standards in public examinations and they make very good progress. The teaching is good overall and very good in Key Stage 4 and the sixth form. The care taken of individual pupils and the provision for their personal development are considerable strengths of the school that continues to give good value for money.

What the school does well

- The leadership and management are excellent.
- Pupils achieve very well and make very good progress.
- There is very good teaching throughout the school, enabling very good learning to take place.
- There is very good provision for the personal development of pupils including their spiritual, moral, social and cultural development.
- There is very good provision for the care and welfare of pupils.

There are no significant weaknesses but the following areas should be addressed:

What could be improved

- Standards achieved in public examinations in history.
- The use made of form tutor periods.

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 last inspected in April 1996 and very good improvement has been made since then. All the key issues raised in the last inspection report requiring action by the school have been fully addressed. Registration procedures, the level of external supervision and the provision of a more spiritual element in the curriculum are all now in place.

Since 1996 external examination results have continued to rise. The appointment of a new headteacher and the subsequent revision of leadership and management roles have led to improvements in development planning and systems. Enhanced provision for Information and communication technology (ICT), and in the library, are among many improvements in the accommodation. The curriculum offered has improved with the addition of new courses, particularly in the sixth form, which has expanded considerably in four years.

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	C
A-levels/AS-levels	D	B	C	

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

The results achieved by pupils in the national tests at 14 compared with other schools have been consistently well above average in all the core subjects of English, mathematics and science. They are broadly in line with the national trend of improving results over the last five years. Basing the school's results on the average National Curriculum points scored, Science achieves the best results with mathematics next highest, then English. Although girls exceeded the boys' results in English and in science in 2000, both boys and girls exceeded the national average for their age group in all three subjects.

The results are in line with those achieved by similar schools.

GCSE results, for pupils gaining five or more A* to C and five or more A* to G grades, have also been consistently well above average when compared with all schools nationally. The results in terms of the average GCSE points score per pupil are above the national trend for the last few years. The subjects that performed significantly better than the national average in 2000 were business studies, combined science (double award), design and technology, mathematics, drama, English/English language, French, German, geography and ICT.

Art and design, physical education and history were subjects that were significantly weaker than the national average. History, when comparing pupils' relative performance in other subjects, had the weakest results.

In the sixth form, the average A/AS level points score for candidates entered for two or more GCE A level or AS equivalent was close to the national average for 2000 and for the last three years. Given the previous attainment of A level students the value added level of their achievement is good.

During the inspection, standards seen in class and when analysing pupils' work were generally above average. There are very good links with the partner primary schools and this aids the effectiveness of the school's planning for progress. Some pupils in Year 7 were repeating work previously covered in Year 6 but generally the school is effective in consolidating previous learning and good progress is made as pupils move up the school. Standards are particularly high in science among the core subjects and in music, drama, German, geography and ICT in other subjects. Literacy and numeracy development is satisfactory.

Overall the standards attained represent good levels of achievement and the pupils make very good progress in their learning. The local education authority undertakes an analysis of the value the school adds to the standards being achieved by pupils and this confirms these very positive findings. The school sets appropriately challenging targets for pupils reflecting its aims of seeking to achieve the best that every individual is capable of achieving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to the school and to their learning. They respond very well to their teachers and to the opportunities provided for them.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are respectful and courteous in most lessons; co-operative with others and careful of their environment.
Personal development and relationships	Very good relationships exist between pupils, including those of different ethnic backgrounds, and between pupils and staff. These are strengths of the school.
Attendance	Attendance is very good and well above the national average.

TEACHING AND LEARNING

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

There is very good teaching throughout the school, enabling very good learning to take place. It is a strength of the school.

All lessons seen were at least satisfactory with 35 per cent good and a further 34 per cent very good. Very good teaching was seen in English, mathematics, science, music, French, ICT, drama, personal and social education, history, religious education and food technology. Excellent features in the teaching were noted in English as when a Year 10 class explored issues of poverty and world hunger, and in a Year 11 class developing arguments in writing. Excellence was observed in history in a Year 11 lesson on appeasement in World War 2; in the use of role play in studying Balkan history; in the development of GCSE level musical composition; in the rehearsal of the school's concert band and in the leading of an assembly with Year 9 on the theme of making the best use of opportunities provided.

Very careful monitoring and evaluation of teaching quality is undertaken and this rigorous approach across the school informs very good strategies for the professional development of individual staff members. The school is able to recruit very good candidates for vacant posts and has very well developed systems for inducting and supporting staff.

The best teaching is marked by the high level of subject expertise, the approach to planning and the delivery of lessons, the effectiveness of the methods used and the very strong commitment by teachers to the individual needs of the pupils. The success of much of the teaching is enabled by the very good relationships that exist between teachers and pupils who see them as very good role models.

The challenging nature of much of the work presented to pupils reflects the high expectations placed on the learner in many lessons. Pupils are very clear about the pressure and value it. The use of students' planners is noted as very good practice and good homework is set to extend classwork.

The school meets the needs of all its pupils well. It is developing sound strategies for maximising the inclusion of pupils within the mainstream provision and has had considerable success in doing so with pupils with visual and mobility impairment. Literacy and numeracy skills are soundly taught but the school recognises the need to develop these areas further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good curriculum that is well suited to the needs of all the pupils. New subjects and courses are carefully introduced and a broad and balanced choice is available to older pupils when opting for examination subjects. Personal and social education is a valuable addition to the National Curriculum provision but form tutor time is not always used effectively. The extra-curricular provision is very good and many pupils participate in it.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Particular emphasis is being placed on developing strategies for inclusion. The school is successful in the integration and support of pupils with physical and visual needs. Staffing difficulties have constrained some developments in the work but the school is working hard to overcome them.
Provision for pupils with English as an additional language	The very small number of pupils for whom English is an additional language are very well supported by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. The school's ethos of ensuring the individual success of all pupils underpins this very good provision. The spiritual, moral, social and cultural development of pupils is well addressed through the curriculum, assemblies and through the wide range of extra-curricular provision. Religious education is a key provider in raising awareness of multi-cultural and multi-faith practices and beliefs but these do not feature in display work generally.
How well the school cares for its pupils	There is a very strong commitment to ensure the care of the pupils. The school knows the pupils well and works hard to ensure that individual needs are addressed. The school is a safe and caring community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and he is given very strong and effective support by the senior and middle management teams. They share his genuine concern for the needs of the school community and his ambition for its success.
How well the governors fulfil their responsibilities	The governing body exercises its responsibilities in an exemplary fashion. Governors monitor and support the school's work with considerable insight and commitment, knowing well its strengths and areas for improvement.
The school's evaluation of its performance	The excellent systems in place to monitor and evaluate the effectiveness of all aspects of the school's performance make this a strength of the school. The analysis of data, of teaching quality, of development planning and of pupil progress is extremely rigorous and very well used to set targets for improvements in practice.
The strategic use of resources	The financial, administrative and support staff, with key members of the governing body, work closely in ensuring the most effective use of resources. The principles of best value are applied rigorously and imaginatively to decisions on spending. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects pupils to work hard.• Pupils make good progress.• The quality of the teaching.• Parents are comfortable in approaching the school.	<ul style="list-style-type: none">• Information on how well their child is progressing.• The amount of homework.• More closer links with parents.• Some aspects of pupils' behaviour before and after school.

The positive views made by the parents are confirmed by the inspectors' judgements but they do not agree with the negative comments. The inspection team judged the level of effort made by the school to forge close links with parents and to keep them informed to be impressive. Homework is generally appropriately managed and the demands increase as pupils move up the school. Insufficient evidence in relation to pupils' behaviour before and after school leaves the inspection team unable to comment but behaviour in school during the school day is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management are excellent

- 1 The headteacher brings considerable experience of previous headship to his role and provides outstanding leadership. He enjoys the highest level of respect and confidence of the staff, parents and governing body. His deep concern for the needs of all members of the school community and his ambition for their success inspires those working with him to achieve the school's aim of achieving the best for every individual pupil.
- 2 The impact of this leadership is seen in the development of very rigorous and imaginative systems to monitor and evaluate the procedures and practices in place to realise the school's aims. Very clear and very high expectations have been set by the headteacher and the senior management team. They have developed detailed guidance on all the key elements of the school's work and extensive support is given to staff implementing agreed priorities.
- 3 Development planning and review is very rigorous and includes key members of the governing body who give very strong and expert support to the school's managers. These discussions are informed by the findings of the extremely thorough analysis of extensive data gathered by the school into its performance. This covers both academic and pastoral aspects as well as the professional needs of staff. The outcomes of these reviews results in clear targets being set for teachers, pupils, governors and non-teaching staff. Pupils cite the individual targets set them as central to the school's work and consequently to their success in external examinations. Parents are very clearly involved in this practice and confirm their confidence in the effective leadership of the school.
- 4 Delegation of management responsibility effectively ensures the involvement of middle managers. The 'cell' system of discussions between them and the senior management team ensures that staff are held accountable for the practice within departments and that senior staff are kept well informed. The review of examination success of individual groups in each subject exemplifies the accountability of each teacher. This practice is reinforced by individual professional development planning with staff to enhance the quality of teaching expertise and practice. Monitoring of teaching has been in place for some time, anticipating the compulsory reviewing which has now been introduced nationally.
- 5 The governing body is extremely involved and effective. Individual members bring considerable expertise in the fields of management, finance, personnel, public service, education and parenting to inform their work. Clear roles and responsibilities are defined and they give very generous support to the school in time and effort. They monitor expenditure carefully and work closely with senior staff to prioritise future developments and to ensure best value principles are followed in spending.

Pupils achieve well and make very good progress

- 6 The results achieved by pupils in the national tests in English, mathematics and science, at 14 are consistently above the national average for all schools and average when compared to similar schools. The rising standards over time are broadly in line with the national trend of improving results made over the past five years. Science results were higher than those in mathematics which were themselves higher than the results in English. In line with the national scene, girls outperformed boys, although the boys' results also exceeded the national average for the age group.
- 7 GCSE results have also been consistently well above average when compared with all schools nationally. Given that the attainment of pupils entering the school is about average, by the age of 16 the pupils make very good progress. The results in terms of the average GCSE points score per pupil are above the national trend for the last few years. The subjects that performed significantly better than the national averages in 2000 were business studies, combined science (double award), design and technology, mathematics, drama, English/English language, French, German, geography and ICT.
- 8 Art and design, physical education and history were subjects that were significantly weaker than the national average with history, when comparing pupils' relative performance in other subjects, having the weakest results.
- 9 The standards seen in English during the inspection were good. Pupils in Year 7 studying the poem 'The Highwayman', were able to read expressively with good recognition of pause and pace. They use a wide range of writing styles and present their work well. Satisfactory progress over the key stage was noted in the analysis of a sample of work from older pupils. However, in a Year 10 class, considerable leaps of understanding of complex issues on poverty were noted as the pupils discussed a poem on this theme. Lower attaining pupils are able to identify the graphological features of the text and use technical language correctly. Speaking and listening skills are well developed in drama lessons.
- 10 Standards seen in mathematics show pupils achieving well and making good to very good progress. Pupils complete large amounts of work covering a wide variety of tasks. Year 7 pupils coped well with challenging work on angles. In Year 9 pupils know the complexities of travel graphs and can use them to deduce distances travelled over periods of time.
- 11 Older pupils in the sixth form applied very high intellectual effort in consolidating their understanding of trigonometric and parametric equations. Year 12 students are able to calculate probabilities with a set of discrete random variables and they understand the processes involved.
- 12 The standard of work seen in science is impressive across the ability range. In Key Stage 3 a very good range of activities is provided and literacy skills are particularly well developed through the subject. Work in Key Stage 4 is well linked to the GCSE syllabus. Work was seen in the study of electrolysis, of energy transfer and resources and of electromagnetism. Very good progress is made throughout the key stage and this is reflected in the impressive examination results.

- 13 Standards in ICT are sound across the school. It has invested heavily in development of these skills and is providing ongoing training for staff to ensure the increasing use of ICT in each department. Standards in music and drama are very high and are admired by parents. The standards attained by pupils represent good levels of achievement and they make very good progress in their learning across the school. Pupils with special educational needs make satisfactory progress and are well supported in their learning. The local education authority undertakes an analysis of the value the school adds to the standards being achieved by pupils and this confirms these very positive findings. The school sets appropriately challenging targets for pupils in line with its aims of seeking to achieve the best that every individual is capable of achieving.

There is very good teaching throughout the school, enabling very good learning to take place.

- 14 Teaching is good overall and very good in Key Stage 4 and in the sixth form, enabling very good learning to take place. It is a strength of the school.
- 15 All lessons seen were at least satisfactory with 35 per cent good and a further 34 per cent very good. Very good teaching was seen in English, mathematics, science, music, French, ICT, drama, personal and social education, history, religious education and food technology. Excellent features in the teaching were noted in English as when a Year 10 class explored issues of poverty and world hunger, and in a Year 11 class when developing arguments in writing. Excellence was observed in history in a Year 11 lesson on appeasement in World War 2; in the use of role play in studying Balkan history; in the development of GCSE level musical composition; in the rehearsal of the school's concert band and in the leading of an assembly with Year 9 on the theme of making the best use of opportunities provided.
- 16 Very careful monitoring and evaluation of teaching quality is undertaken and this rigorous approach across the school informs very good strategies for the professional development of individual staff members. The school is able to recruit very good candidates for vacant posts and has very well developed systems for inducting and supporting staff.
- 17 The best teaching is marked by the high level of subject expertise, the approach to planning and the delivery of lessons, the effectiveness of the methods used and the very strong commitment by teachers to the individual needs of the pupils. The success of much of the teaching is enabled by the very good relationships that exist between teachers and pupils who see them as very good role models.
- 18 The challenging nature of much of the work presented to pupils reflects the high expectations placed on the learner in many lessons. Pupils are very clear about the pressure and value it. The use of students' planners is noted as very good practice and good homework is set to extend classwork.
- 19 The school meets the needs of all its pupils well. It is developing sound strategies for maximising the inclusion of pupils within the mainstream provision and has had considerable success in doing so with pupils with visual and mobility impairment. Literacy and numeracy skills are soundly taught but the school recognises the need to develop these areas further.

- 20 Imaginative methods used include carefully chosen texts to stimulate discussion and to move pupils emotionally to deepen their responses. Good examples of how teachers seek to motivate and involve pupils include quiz game formats and CD roms used to consolidate meaning in a Shakespeare play; well produced revision guides for examination groups; effective use of overhead projectors and ICT to clarify understanding of science topics; role play used to explore social and historical issues.
- 21 ICT is used well in many subjects, as is music composition, in science work on photosynthesis, and in the word processing of work in English. One pupils studying a novel in Year 10 had used electronic mail to interview the author from her home in America.
- 22 Many lessons observed during the inspection were notable for the high quality of the planning, the brisk start to lessons and the well maintained pace throughout; the effective use of questioning and the sensitivity to the individual needs of pupils. In most classes teachers are very effective in managing the classrooms and the pupils' behaviour well. This has considerable impact on the way pupils learn.

There is very good provision for the personal development of pupils including their social, moral, spiritual and cultural development

- 23 This is a strength of the school. The school's ethos of ensuring the individual success of all pupils underpins this very good provision. The spiritual, moral, social and cultural development of pupils is well addressed through the curriculum, assemblies and through the wide range of extra-curricular provision. Religious education is a key provider in raising awareness of multi-cultural and multi-faith practices and beliefs but these do not feature in display work generally.
- 24 The school provides a very wide range of experiences beyond the formal, taught curriculum to enrich the pupils' development in academic, social, artistic and sporting skills. Residential visits, overseas travel for musicians and athletes, involvement in national and local competitions, twinning arrangements with European schools, as in Hungary; drama and musical performances, charitable fund raising events; involvement in community activities including the local media, are all examples of this enrichment. The Curriculum Project week involves all pupils and very imaginative cross-curricular activities are undertaken. The 'Science and Society' residential course at Crosby Hall involving the science and history department exemplifies this imaginative and challenging approach. When added to the work in assemblies in which issues of human dilemmas are raised, and in personal and social education lessons where pupils can explore moral and ethical issues relating to their own experiences, this extra-curricular provision enables considerable personal growth.
- 25 The mature manner in which pupils reflected upon and discussed the Holocaust and its implications for the human race was significant evidence of the impact of the provision and the high quality of the teaching given. The genuine response of pupils to the needs of others was typified during the inspection by the generous and imaginative initiative taken by pupils to fund raise for earthquake victims in India.

- 26 Personal tragedies and concern for fundamental questions about life and death are very effectively explored in school through the maintenance and use made of a Memorial Garden for deceased pupils and staff. The school is strong in its approach to developing the education of feelings and emotional responses in pupils. The very large number of pupils involved in artistic activities who produce deeply moving musical and dramatic performances is clear evidence of this.

There is very good provision for the care and welfare of the pupils

- 27 There is a very strong commitment to ensuring the care of the pupils. The school staff knows the pupils well and works hard to ensure that their individual needs are addressed.
- 28 Very rigorous systems exist to monitor and evaluate the performance of pupils from their entry into the school. Local primary headteacher colleagues praise this aspect of the school's work and work closely with the school to ensure the smooth transition of pupils to their secondary phase education.
- 29 The procedures for child protection are fully in place and key staff delegated to ensure their effectiveness. Considerable emphasis is placed on building secure relationships between form tutors and their pupils. Close links are made with parents and they are kept well informed on how well their children are progressing.
- 30 Risk assessments are regularly carried out and policies to promote anti-oppressive behaviours are in place. Pupils report a strong sense of being safe and valued within the school. High expectations of pupils' individual and group conduct are matched by a high level of care for each other and the environment. The impact of pupils with visual and mobility impairment in the school is noted by staff and parents in the increased awareness of the needs of others in other pupils. They share in developing the general welfare of all within the school.

WHAT COULD BE IMPROVED

- 31 There are no significant weaknesses but the following areas should be addressed.

Standards achieved in public examinations in history.

- 32 Although the school has very good success generally in external examinations, the results in history do not match those achieved with the same pupils in other subjects. The teaching of history during the inspection ranged from very good to satisfactory but there were weaker elements in teaching which need addressing. These relate to aspects of planning and pupils are not always given clear information of the aims, as opposed to the objectives of the lessons. The impact of teaching is lessened when time is not used effectively and this inhibits learning. When work became unchallenging the pupils' commitment to the subject matter weakened and insufficient progress was made.
- 33 The management of the subject has changed recently and improved systems have been introduced to maximise the good teaching that is to be found in the department. Insufficient time has passed to allow for these changes to have had sufficient impact but there is a determination in the school for this impact to occur.

The use made of form tutor periods.

- 34 When not attending assemblies the pupils have a daily meeting in class with their form tutor. This lasts approximately twenty minutes at the start of the school day. The session is to be used to register pupils, attend to administrative details, to impart to pupils important and relevant information and to check pupils' planners and homework issues. It is also intended to provide opportunities for discussion on pupils' concerns and is seen as part of the pastoral support for pupils.
- 35 Comments from pupils when interviewed highlighted dissatisfaction with the tutor period. They expressed the belief that it could be wasteful of time. That view was supported by the inspection evidence when, on occasion little purposeful activity took place and the session lacked a focus. This was not true in every situation but was sufficiently frequent to raise the question as to how better use might be made of the not-inconsiderable investment of time weekly.
- 36 Unlike the weekly sessions in PSHE, the form tutor period does not have a highly structured programme of activities to be followed. Much of the time spent is social in nature and, while this is important in promoting the social health of the school the comparative shortness of the session does not allow for the pursuit of more challenging activities. This time is also curtailed on the occasions when pupils arrive late. This is not a serious fault but the relaxed feel to many of these sessions can encourage a similarly relaxed attitude in the pupils. This contrasts with the brisk start noted in most lessons during the rest of the school day.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 37 In order to improve standards and the quality of education provided for pupils the headteacher, staff and governors should:
- (1) Ensure that results in external examinations in history improve in line with those achieved by the same pupils in other subjects by : (paragraphs 32, 33)
 - Ensuring that the provision for history across the key stages is systematically planned, taught and monitored.
 - That the weaknesses in teaching in the subject are addressed and support given as appropriate to raise teaching quality.
 - (2) Ensure that better use is made of the time and opportunities provided in form tutor periods by: (paragraphs 34, 35, 36)
 - Reviewing the current aims and objectives of this provision
 - Evaluating the results of this review in relation to the rest of the weekly timetable
 - Exploring alternative ways of fulfilling the administrative and pastoral activities currently covered by the form tutor period.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	34	35	31	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1367	205
Number of full-time pupils known to be eligible for free school meals	51	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	26	4
Number of pupils on the school's special educational needs register	137	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	67

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.9

Unauthorised absence	%
School data	0.2
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	132	137	269

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	85	102	104
	Girls	105	98	97
	Total	190	200	201
Percentage of pupils at NC level 5 or above	School	71 (81)	74 (76)	75 (75)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	43 (25)	55 (48)	47 (36)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	69	103	99
	Girls	105	105	107
	Total	174	208	206
Percentage of pupils at NC level 5 or above	School	65 (66)	77 (80)	77 (78)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	31 (29)	58 (56)	52 (41)
	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	142	95	237

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	81	140	141
	Girls	63	94	95
	Total	144	234	236
Percentage of pupils achieving the standard specified	School	61 (61)	99 (100)	100 (100)
	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	45
	National	38.4

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

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

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	44	51	95

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	12.7	19.4	16.4	3.7	4.2	3.9
National	17.7	18.6	18.2	2.6	2.9	2.7

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	n/a	n/a
	National		n/a

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	16
Pakistani	14
Bangladeshi	1
Chinese	13
White	1519
Any other minority ethnic group	6

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	56	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)	92
Number of pupils per qualified teacher	17.6

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	23
Total aggregate hours worked per week	506

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77
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Average teaching group size: Y7 – Y11

Key Stage 3	27
Key Stage 4	22.3

Financial information

Financial year	1999/00
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	£
Total income	3,558,865
Total expenditure	3,395,380
Expenditure per pupil	2,269
Balance brought forward from previous year	231,648
Balance carried forward to next year	395,133

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,572
Number of questionnaires returned	292

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	55	7	2	1
My child is making good progress in school.	41	53	3	0	3
Behaviour in the school is good.	29	57	7	1	7
My child gets the right amount of work to do at home.	25	56	16	2	1
The teaching is good.	32	61	3	0	4
I am kept well informed about how my child is getting on.	29	54	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	54	40	4	1	1
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	28	53	16	0	3
The school is well led and managed.	35	54	2	0	9
The school is helping my child become mature and responsible.	38	53	6	1	2
The school provides an interesting range of activities outside lessons.	42	47	5	0	6