

# INSPECTION REPORT

## **PENWORTHAM GIRLS HIGH SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119765

Headteacher: Mrs Joan Fitz-Gibbon

Reporting inspector: Tom Comer  
15109

Dates of inspection: 12 -14 March 2001

Inspection number: 187908

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11-16
Gender of pupils:	Girls
School address:	Penwortham Girls' High School Cop Lane Penwortham Preston Lancashire
Postcode:	PR1 0SR
Telephone number:	01772 743399
Fax number:	01772 752475
Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Watts
Date of previous inspection:	22 April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15109	Mr T Comer	Registered inspector
11077	Mrs J Harrison	Lay inspector
4193	Mr C Radley	Team inspector
11975	Mrs McIntosh-Clark	Team inspector

The inspection contractor was:

North West Education Services  
Cheshire House  
164 Main Road  
Goostrey  
Cheshire CW4 8JP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Penwortham Girls' High School is a small comprehensive school, which educates 760 girls aged 11-16. It has a very good reputation and is regularly oversubscribed. The school is situated in the southern outskirts of Preston though the pupils come from a much wider area, including the town centre. The proportion of girls entitled to a free school meal is below average. The annual intake of pupils to Year 7 includes the full range of attainment but the proportion of pupils with special educational needs, including those with formal statements, is below average. The results of standardised tests of the annual intake administered by the Local Education Authority (LEA) are average though the results of the 2000 National Curriculum tests taken by the present Year 7 pupils indicate that the ability of the pupils on entry to the school is broadly average. An above average proportion of the pupils are from ethnic minority backgrounds and have English as an additional language but very few of these girls are at an early stage of learning English and all are reasonably fluent in English.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

This is a very good and effective school, which is very well led and managed and has high expectations of its pupils. Very good teaching ensures that the girls make very good progress and achieve high standards. The girls' personal qualities are very well developed and they have very good attitudes towards school and their work. The school is efficient and gives good value for money.

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

- The leadership and management are very strong and effective.
- The teaching is very good.
- The girls achieve very well and their GCSE results are well above national averages.
- The school looks after its pupils very well.
- The girls' attitudes and behaviour are very good and their personal qualities are very well developed.

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

- The GCSE results are very good overall but could still be even higher in some subjects.
- The use of information technology to enhance the girls' learning in lessons.
- The provision for girls with special gifts and talents.

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

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

Since the previous inspection in April, 1996, the school has sustained its very good examination results and has taken satisfactory action to deal with most of the issues for improvement which were set for it. However, the teachers still need to exploit the pupils' information technology skills in lessons more than they do at present, and more work still needs to be done to ensure the highest attainers achieve their potential.

## STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	Compared with				<i>Key</i>
	All schools			similar schools	
	1998	1999	2000		
GCSE examinations	A	A	A	A	Well above average A Above average B Average C Below average D well below average E

### *Pupils aged 11-14 in Years 7,8 and 9*

Pupils make very good progress over the first three years of secondary school and achieve very well. By the age of 14, their overall standards are well above average. Standards are well above average in English, mathematics and science, and these high standards are reflected in the results of the national tests taken by pupils at the end of Year 9, which are well above the national average.

### *Pupils aged 14-16 in Years 10 and 11*

The girls make good progress and achieve well, and by the age of 16, their standards of work are again well above average. These high standards are consistent with the very good GCSE results, which have been consistently well above the national average over the past four years and meet appropriate targets set by the governors. Standards are well above average in English, mathematics and science and the GCSE results in French and music indicate even higher standards in those subjects. There are no weak subjects but GCSE results are only average or a little above in art and design, German (though improving), in design and technology (Resistant Materials), information technology, and in geography. In some subjects, pupils achieve a smaller proportion of GCSE A\* and A grades than would be expected.

Standards of literacy and numeracy are well developed throughout the school. Pupils with special educational needs make good progress and succeed in their GCSE examinations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The girls' attitudes towards their work are very positive and are important reasons for their very good progress and high achievement. The girls enjoy school; they are highly motivated, conscientious, co-operative and keen to succeed.
Behaviour, in and out of classrooms	Very good. Exclusion rates are very low.
Personal development and relationships	Very good. The girls are courteous towards one another, their teachers and to visitors. Relationships between the girls and with staff are very good. The girls become increasingly assured and confident as they progress through the school. They learn to exercise responsibility in many ways and are thoughtful, mature and poised young people by the age of 16.
Attendance	Well above average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	Aged 14-16 years
Lessons seen overall	Very 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.*

Overall, the teaching is very good and meets the needs of most of its students very well and accounts for their good achievement. Pupils with special educational needs are very well taught.

Of the 48 lessons visited during the inspection, 35 per cent were very good or excellent, 50 per cent were good, and 15 per cent were satisfactory. No lessons were less than satisfactory. A high proportion of lessons are very good or excellent, especially in Years 7, 8 and 9, and the teaching in the first three years of school accounts for the pupils faster progress during this time.

The teaching is very good in English, mathematics and science. The teaching of literacy is very good and numeracy skills are well taught but teachers do not exploit the girls' information technology skills enough in most subjects.

The strengths of teaching are teachers' high expectations, their hard work and meticulous planning of lessons, and their very good and constructive relationships with the girls. Consequently, the girls respond very well in lessons and make very good progress; they are diligent and keen to learn; they take pride in their work, which is accurate and exceptionally well presented. The thoroughness of the teaching and the girls' diligence and very good attitudes ensure success. However, in Years 10 and 11, the girls experience few open-ended tasks which would call for investigation and analysis, and which would present more of a challenge for the highest attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and meets all statutory requirements. Girls take ten or more subjects to GCSE.
Provision for pupils with special educational needs	Good. These pupils attend the same lessons and enjoy the same activities as other pupils outside of lessons. The assessment of their needs is very effective and very good teaching and effective support ensure that they make good progress. On occasions, however, learning support assistants are not fully prepared in advance of the lesson.
Provision for pupils with English as an additional language	The teachers adapt their lessons to ensure that these girls make the same progress as others.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. The school does a great deal to develop the girls' personal qualities and to enable them to become mature and responsible. The provision for moral, social and cultural development is especially good.
How well the school cares for its pupils	The school cares for its pupils very well and this is one of the school's strengths. Arrangements to ensure the girls' welfare, health and safety are effective. The school's expectations are high. The girls' personal development

	and academic progress are carefully monitored. Discipline is very effective.
--	--

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management of the school are very good. She is ably supported by her senior staff and provides clear educational direction for the school. Consequently, staff morale is high and the climate for learning is very good.
How well the governors fulfil their responsibilities	The governors discharge their duties very well. All legal requirements for the governance of the school are met. The governors have a clear understanding of the school's performance. The school benefits from the governors' professional expertise, for example, in financial management and in placing contracts.
The school's evaluation of its performance	A system to manage the performance of the teaching staff is in place. The headteacher and governors compare the school's performance with that of other schools and set realistic targets for achievement.
The strategic use of resources	Very good. When placing contracts for goods and services the school always takes appropriate action to ensure that money is spent wisely.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good</li> <li>• Expectations are high</li> <li>• Their daughters make good progress</li> <li>• The school is very well led and managed</li> <li>• The school is approachable</li> <li>• Their daughters become mature and responsible young people</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like a stronger partnership with the school.</li> <li>• A minority would like better information on their daughters' progress.</li> </ul>

The inspectors agree with all of the parents' positive views and they also agree that reports could be improved and should evaluate standards more clearly, for example, in relation to National Curriculum levels. The inspectors cannot agree that the school does not do what it should to establish and maintain an effective partnership with parents. The school provides a good range of information; it canvasses parents' opinion when there are proposals to introduce new procedures or to make changes, for example, in the curriculum. Parents' meetings are well attended and parents find the school approachable.

## **PART B: COMMENTARY**

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

#### **It is very well led and managed.**

1. The headteacher provides very effective leadership and clear educational direction for the school. In this she is ably supported by her senior management team. The headteacher and senior staff manage the school very well, focusing clearly and consistently on improving the quality of education.
2. The school achieves considerable success with its aims, which emphasise equality, tolerance and caring, choices and values, self-discipline and self-esteem. However, more could now be done to identify talented and gifted pupils and to develop their special abilities.
3. The school's planning for development is very thorough. A five-year strategic plan for improvement includes annual development plans covering three main priorities: to maintain and improve further the girls' learning and progress; to enhance further the teachers' professional skills; and to improve the learning environment, especially the accommodation. Action plans include deadlines, appropriate success criteria, accountability and evaluation.
4. The school monitors and evaluates its performance very thoroughly. It has a system of performance management in place to evaluate systematically the work of all teachers. The senior staff analyse the school's performance through an assessment system which has improved considerably since the previous inspection.
5. Middle managers generally fulfil their responsibilities well. Teaching and learning are being monitored in six subject by their respective heads of department who undertake first-hand observation of the quality of lessons and thus have a thorough understanding of the strengths and weaknesses in the teaching of their respective subjects. The outcomes of this monitoring have been very positive; for example, the presentation of the girls' written work and the marking of it have greatly improved and are now excellent.
6. The headteacher ensures that her staff are well prepared to undertake wider responsibilities, for example, for the school-wide literacy and numeracy strategies. Staff morale is high and is clearly shown in the teachers' confidence in the quality of their work. Teachers give very generously of their time to run an impressive range of extra-curricular activities, which greatly benefit the pupils and which they appreciate.
7. Test and examination results are used to compare performance with that of other schools and to help to identify where improvements are necessary in curriculum planning and teaching. They also enable the governors to set appropriate targets for GCSE examinations.
8. The governors are aware of the strengths of the education provided by the school and areas which could be improved and they fulfil their duties very well. All statutory requirements are fully met.
9. The school does all that it should to ensure a healthy and constructive partnership with parents. Nevertheless, some parents expressed the view, in questionnaires returned to the registered inspector in advance of the inspection, that the partnership could be strengthened.
10. There are sufficient appropriately qualified teaching and support staff. The accommodation is generally in very good order but is inadequate in some respects. The science accommodation is out of date, the music accommodation is cramped, there is no drama studio, and the accommodation for

physical education is inadequate. Resources for learning are satisfactory though there are some shortages of computers. The library is small but it is well stocked and managed effectively.

11. Financial management is very efficient. The recommendations of the most recent auditors' report have been implemented. Spending is monitored carefully; the budget is in balance with a sizeable fund earmarked for improvements in resources and accommodation. It is remarkable that this has been achieved with an income per pupil considerably below the national median for similar 11-16 secondary schools. Specific grants are spent appropriately, for example, money for training.

12. The school is efficient and ensures that it always gets value for money. Considerable savings have been made, for example, in renegotiating catering and reprographics contracts.

13. Training is carefully planned to meet the school's needs. Funds allocated for training are spent appropriately and the effective professional development makes a considerable impact on the work of the teaching staff. However, the planning and provision of training for the learning assistants, who support the pupils with special educational needs, is less well developed.

14. The high quality of the school's leadership and its management, the quality of its teaching and the pupils' high overall achievement, make this a very effective school. The school gives good value for money.

### **The teaching is very good.**

15. Of the 48 lessons observed during the inspection, 35 per cent were very good or excellent, 50 per cent were good, and 15 per cent were satisfactory. No lessons were less than satisfactory. Because the proportion of very good and excellent teaching is high and because the teaching is never less than satisfactory, the teaching is judged to be very good overall, and is the main factor responsible for the girls' very good progress and achievement. Though the teaching is very good overall, it is better in Years 7, 8 and 9, than in Years 10 and 11, and this accounts for girls' faster progress in the first three years of school.

16. The teaching meets the needs of most of the girls well. Though the teaching accounts for their good achievement, more still could be done to raise the proportion of pupils achieving the highest GCSE grades in a number of subjects.

17. Pupils with special educational needs are generally very well taught and they are usually well supported in lessons. Occasionally, however, the learning support assistants are not fully briefed about their role in the lesson. Individual education plans for pupils with special educational needs are well constructed and reviewed and regularly updated. Teachers are keenly aware of these plans and the targets expressed within them and adapt their lessons effectively to meet the pupils' individual needs.

18. The strengths of teaching are teachers' high expectations and their very good relationships with the girls. In consequence, girls respond very well; they are diligent and keen to learn; they take pride in their work, which is accurate and exceptionally well presented. There are no consistent weaknesses in the teaching, which is highly structured and well planned; however, in Years 10 and 11, the higher attaining girls could benefit from more opportunities for investigation, for example, in mathematics.

19. The teaching is very good in English, mathematics and science, and some excellent teaching was seen in music. The English teaching shows strengths in the teaching of literacy and literacy skills are also well developed in other subjects, especially religious education and history. Teaching in mathematics is consistently well organised and well planned. Numeracy is well developed and mental arithmetic at the start of mathematics lessons helps to consolidate knowledge and to keep skills sharp.

However, most teachers do not exploit the pupils' good information technology skills well enough to enhance their learning in lessons.

20. Pupils with special educational needs are well taught and make good progress, and this is shown in their national tests and GCSE results. However, on occasions, the learning support assistants could be better prepared for the lesson.

21. Most of the girls who have English as an additional language are fluent bilinguals though some need careful attention to ensure their full understanding of the subtleties of the use of English. The teachers are alert to this, as was seen, for example, in the individual attention given to girls to ensure their understanding of the language used in a religious education lesson about the effectiveness and moral justification of passive resistance to colonial rule.

22. Homework is set regularly and is sufficient. A small minority of parents believe that the girls are asked to do too much at home, but discussions with the girls revealed that the homework is about right though it is acknowledged that some girls do spend a very great deal of time on redrafting and perfecting their work.

23. The marking of pupils' written work is excellent and very effective throughout the school. Work is always marked; it is evaluative and usually includes comments which help the girls to improve the quality of their work.

#### **The girls achieve high standards.**

24. The annual intake of pupils to Year 7 includes the full comprehensive range of attainment though the proportion of pupils with special educational needs is below average. The results of reliable and nationally standardised cognitive ability tests administered by the Lancashire Local Education Authority (LEA), and which are used by the LEA and by schools to predict attainment at GCSE, indicate that the ability of the girls is broadly average. However, the latest Year 7 pupils did very well in the National Curriculum tests in English, mathematics and science at the end of their primary school and the results are above average, indicating that they were well taught. The pupils begin secondary school with good literacy and numeracy skills.

25. Overall, pupils achieve very well and this is generally reflected in the results of National Curriculum tests and of the GCSE examinations.

26. Pupils make very good progress in Years 7, 8 and 9. Standards of work of the Year 9 pupils seen during the inspection are well above average. They are well above average in English, mathematics and science and this, together with their good basic skills, gives the girls a secure foundation for achievement across the full range of subjects.

27. The findings of the inspection are similar to the results of the national tests in English, mathematics and science over the recent past. In 2000, the results were well above the national average, both for all schools and for similar schools. However, the results of the English tests were much lower than usual, and fell slightly below the national average for girls. The results of the school's own assessments, which have consistently matched the test results in previous years, were well above average. The school doubts the accuracy of the marking of the tests and the teachers' assessments are considered, in this instance, to be more reliable than the test results. Over time, the English results have been much the best of those for the three core subjects. The five-year trend of results, because of the 2000 English test results, did not match the national trend of improvement.

28. Pupils make good progress in Years 10 and 11. Pupils achieve well and standards of work of the Year 11 pupils are well above average. Standards are well above average in English, mathematics and science and are highest in music and French. The high standards seen during the inspection are similar to those indicated by the results of the GCSE examinations, which are consistently well above the national average.

29. The school has sustained its very good GCSE results since the previous inspection. The average points scores were consistently well above the national average for the past four years. In 2000, they were again well above the national average. The proportion achieving A\*-C grades in five or more subjects has been consistently well above the national average and was in the top five per cent of similar schools in 2000.

30. The proportion of pupils achieving A\*-G grades in five or more subjects has also been well above the national average for the past four years and well above average for similar schools. This indicates that the lower attaining pupils and those with special educational needs succeed in their examination courses.

### **The school looks after its pupils very well.**

31. This is a small school and the teachers know their pupils well. The pastoral organisation ensures that pupils benefit from continuity and consistency of care and this is appreciated by the girls. All pupils are issued with a small handbook, which is kept by parents and contains general guidance and a wealth of useful information about the school and its procedures.

32. The school constantly evaluates the effectiveness of its systems to monitor pupils' progress, attendance and behaviour, and to ensure pupils' welfare and guidance, and for child protection. Pastoral and subject teachers react immediately to absence. The school has only one pupil whose attendance is persistently unsatisfactory.

33. Discipline is firm and pupils accept the school's rules and its systems of rewards and sanctions as fair and just. Discussions with pupils showed that they appreciate the need for a consistent policy for behaviour and approve of it. Pupils receive positive encouragement whenever it is deserved and respond well.

34. The school's assessment system is used effectively to track all pupils' progress, and to identify underachieving pupils so that they can be helped to make better progress. When reported to parents, standards are not evaluated clearly enough and are not linked to national criteria. The arrangements to monitor the progress of pupils with special educational needs are good. The national Code of Practice is in place.

35. Parents are immediately contacted when their child is underachieving. The progress of all pupils in Years 7-9 is assessed termly and the outcomes of the assessment gives the form tutors a clear overall picture for each pupil. Former Year 11 pupils, now college sixth-form students, act as mentors for Year 7 pupils, after appropriate training. All Year 10 pupils are given minimum target GCSE grades in each of their examination subjects. Year 11 pupils performing below their potential are targeted for special help by pastoral and subject teachers.

36. Effective links with primary schools enable the teachers to plan appropriate support for individual needs, for example, the teaching of those girls whose first language is not English.

**The girls' attitudes and behaviour are very good and their personal qualities are very well developed.**

37. The girls' very good attitudes to their work and learning are key factors in their very good progress and high achievement. Pupils work hard in class and on their homework assignments and are keen to succeed. Their positive response to lessons can be seen in the excellent presentation of their written work. They take part enthusiastically in extra-curricular activities such as team games, musical events. and drama.

38. The girls' behaviour is very good and the rate of exclusions is low. They are keen to earn merits and commendations for good behaviour, effort and achievement. Attendance is well above average.

39. Relationships are very good, both amongst the girls and with their teachers. Pupils are courteous and considerate towards one another and to visitors. They are attentive, co-operative and collaborate effectively with one another.

40. The girls' personal qualities develop very well throughout the school. The girls accept responsibility easily and use their initiative. Many girls serve as School Council members, form and vice form captains, librarians, peer counsellors, buddies and hosts. Their spiritual, moral and cultural development is good. By the age of 16, pupils have become mature, confident and poised young people, well prepared for the next stage of their education.

**WHAT COULD BE IMPROVED**

**GCSE results could be higher still in some subjects.**

41. Though the GCSE results are well above average overall, they could still be higher in some subjects. In art and design, design and technology, information technology and geography the results were a little above average in 2000 and the proportion achieving grades A\*-C was a little below average in German.

42. The proportion of GCSE examination grades A\* and A could also be higher in some subjects. The results for 2000 show that the proportion of girls achieving A\* and A grades in modern languages was twice the national average, nearly twice the average in science and was a little above average in history and mathematics. However, in art and design, design and technology, geography and information technology, the proportion achieving the higher A\* and A grades was below average.

**The use of information and communications technology (ICT) in lessons.**

43. Since the previous inspection, the resources for ICT and the pupils' basic skills have both improved in Years 7-9. A department has been set up, with a manager, to oversee the development of the pupils' information technology capability, especially in years 10-11.

44. In response to these changes, teachers are increasingly making use of computers in lessons. Though the teachers are applying and consolidating the pupils' ICT skills, they are not extending them and pupils make little further progress beyond their achievement at the end of Year 9, unless they take a GCSE examination course in information technology.

45. At present, the school lacks a planned programme of work which will challenge pupils and lead to achievement of the higher levels of the National Curriculum in ICT by Year 9, and to apply their skills more consistently throughout the school to deepen their knowledge and understanding both of ICT and of other subjects, especially design and technology, science, mathematics, art and design, and music.

### **The school does not identify pupils with special gifts and talents.**

46. At present, the school has no formal means of identifying its most gifted and talented pupils. In some activities, such as team games or music, talented girls identify themselves through the evident quality of their work. However, the assessment system does not set out to identify these girls on entry to the school and they do not appear on the school's register of special educational needs. For that reason, they do not have special teaching; subject planning does not specifically cater for those with special gifts and lessons do not generally provide the opportunities for investigative, analytical or divergent thinking which youngsters with special abilities are likely to need.

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

47. In order to improve the work of the school and raise standards further, the governors, headteacher and staff should take the following action:

- (1) **improve the GCSE results further**
  - ❑ particularly in art and design, design and technology, geography and information technology,
  - ❑ and more generally, paying particular attention to the achievement of A\* and A grades; (*paragraphs 16, 41, 42*)
  
- (2) **improve the effectiveness of the use of ICT in lessons by**
  - ❑ planning and assessing work across subjects throughout the school to enable pupils to reach the higher National Curriculum levels in ICT by age 14, and
  - ❑ continue to develop their computing skills to the benefit of their work in all subjects in Years 10 and 11; (*paragraphs 19, 43, 44 and 45*)
  
- (3) **improve the provision for gifted and talented girls, by**
  - ❑ identifying them formally through the assessment system;
  - ❑ planning for their accelerated progress and to meet their special needs in particular subjects;
  - ❑ ensuring that lessons and tasks are sufficiently demanding for them.  
(*paragraph 46*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

48

Number of discussions with staff, governors, other adults and students

24

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	29	50	15	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 students*

#### **Students on the school's roll**

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	760	n/a
Number of full-time pupils known to be eligible for free school meals	70	n/a

#### **Special educational needs**

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	14	n/a
Number of pupils on the school's special educational needs register	84	n/a

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	130

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	6.6
National comparative data	7.7

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	1.1

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

### Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	n/a	150	150

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	115	122	106
	Total	115	122	106
Percentage of pupils at NC level 5 or above	School	77 (92)	81 (72)	71 (66)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	30 (67)	54 (52)	43 (39)
	National	28 (28)	42(38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	121	117	109
	Total	121	117	109
Percentage of pupils at NC level 5 or above	School	81 (86)	78 (73)	73 (68)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	42 (62)	42 (52)	39 (44)
	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	n/a	158	158

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	n/a	n/a	n/a
	Girls	108	154	156
	Total	108	154	156
Percentage of pupils achieving the standard specified	School	68 (61)	97 (92)	99 (98)
	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 (41.0)
	National	38.4 (38.0)

*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	2
Black – other	0
Indian	87
Pakistani	40
Bangladeshi	0
Chinese	1
White	628
Any other minority ethnic group	1

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	0
Other minority ethnic groups	1	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 – Y11**

Total number of qualified teachers (FTE)	43.1
Number of pupils per qualified teacher	17.6

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	6.0
Total aggregate hours worked per week	142

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	78
---	----

#### **Average teaching group size: Y7 – Y11**

Key Stage 3	25
Key Stage 4	20

### *Financial information*

Financial year	1999-2000
----------------	-----------

	£
Total income	1701520
Total expenditure	1700251
Expenditure per pupil	2238
Balance brought forward from previous year	155032
Balance carried forward to next year	156301

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	760
Number of questionnaires returned	188

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My daughter likes school.	45	47	6	0	2
My daughter is making good progress in school.	44	50	3	0	3
Behaviour in the school is good.	36	53	7	1	3
My daughter gets the right amount of work to do at home.	31	54	12	1	2
The teaching is good.	32	62	3	0	3
I am kept well informed about how my daughter is getting on.	25	48	20	5	2
I would feel comfortable about approaching the school with questions or a problem.	50	43	4	0	3
The school expects my daughter to work hard and achieve her best.	69	28	2	0	1
The school works closely with parents.	28	46	18	1	7
The school is well led and managed.	44	48	1	0	7
The school is helping my daughter become mature and responsible.	47	49	2	0	2
The school provides an interesting range of activities outside lessons.	43	47	4	1	5