

# INSPECTION REPORT

## **LANCASTER ROYAL GRAMMAR SCHOOL**

Lancaster

LEA area: Lancashire

Unique reference number: 119810

Headteacher: Mr P.J. Mawby

Reporting inspector: Ross Maden  
2973

Dates of inspection: 29<sup>th</sup> – 31<sup>st</sup> January 2001

Inspection number: 188242

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Grammar (Selective)

School category: Voluntary Aided

Age range of pupils: 11 to 18

Gender of pupils: Male

School address: East Road  
Lancaster  
Lancashire

Postcode: LA1 3EF

Telephone number: 01524 580605

Fax number: 01524 847947

Appropriate authority: The Governing Body

Name of chair of governors: Mr J. Holland

Date of previous inspection: 22<sup>nd</sup> – 26<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-----------------|----------------------|
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| 13762        | Norman Shelley  | Lay inspector        |
| 30512        | Margaret Bailey | Team inspector       |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lancaster Royal Grammar is a voluntary aided DfEE designated technology college, educating boys in the age range of 11-18. There are 957 boys in the school including 271 in the sixth form. 160 pupils are boarders at the school. The proportion of boys eligible for free school meals is 3.0 per cent which is well below the national average. Seventeen pupils have English as an additional language but none of these pupils is in the early stages of learning English. The school is over-subscribed with pupils coming each year from over 100 primary schools in the Lancaster and surrounding areas. Boys are selected for the school on the basis of ability. There are nine pupils on the school's special educational needs register and three of these have statements of special educational needs. These figures represent percentages which are well below the national averages for the number of pupils on the special needs register and for the number of pupils with statements. Pupils' attainment on entry is well above the national average.

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

Lancaster Royal Grammar School is a very good school with strengths clearly outnumbering its weaknesses. The school achieves very high standards in most areas of its work. Pupils' attitudes to learning and their behaviour are excellent. Attendance is well above the national average. The quality of teaching is good. There are very good arrangements to support all pupils. The school has made satisfactory progress since its last inspection. The headteacher provides the school with a clear sense of direction. The school provides very good value for money and the sixth form is very cost effective.

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

- Attainment at Key Stage 3, GCSE and at A-level is very high compared with national averages.
- The quality of teaching and learning in the sixth form is very good.
- Pupils' attitudes and their behaviour are excellent and relationships within the school are excellent.
- The very good extra-curricular activities cater for a wide range of interests.
- The quality of financial management is very good.

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

- The planning of the timetable to enable more lessons to start on time.
- The quality of development planning and monitoring by closer integration of whole school and departmental targets.
- Consistency in the quality of marking across all subjects to identify how work can be improved.

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

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

Since the school was last inspected in April 1996 satisfactory improvements have been made. In 1995 99 per cent of pupils gained five grades A\*-C at GCSE. This has improved to 100 per cent in 2000. Over the same period there has been an increase in the average GCSE points score to 67.1. The average A-level points score was 27.2 in 1995 and this has increased to 30.1 in 2000. Attendance has remained high since the last inspection and the low level of exclusions has been maintained. In tackling the key issues identified in the last inspection report the governors have made satisfactory progress. The library provision has been enhanced. Improvements have been made in pupils' overall attainment in information and communication technology (ICT). Improvements have been made in the management of the school but there is still a weakness in the consistency of departmental planning.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

| Performance in:    | compared with |      |      |                 |
|--------------------|---------------|------|------|-----------------|
|                    | all schools   |      |      | similar schools |
|                    | 1998          | 1999 | 2000 | 2000            |
| GCSE examinations  | A*            | A*   | A*   | A               |
| A-levels/AS-levels | A*            | A*   | A*   |                 |

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

*\* Indicates performance in the top 5 per cent of schools nationally.*

Results in the 2000 National Curriculum tests for 14 year olds were very high in English, mathematics and science when compared with all schools. In comparison with similar schools results were well above average in mathematics and science and above average in English.

GCSE results in 2000 were very high compared with the national average. In comparison with similar schools they were well above average. Over the last five years results have shown an improvement greater than the national trend. Pupils achieve well in relation to their attainment on entry to the school. In comparison with other subjects pupils' results in 2000 were particularly good in mathematics, science, French, Spanish and Latin. In 2000 pupils' results in art and design, English literature and design and technology were less good compared with other subjects. The school sets appropriately challenging targets for performance in GCSE examinations.

Results in the 2000 A-level results were very high in comparison with the national average. Results have improved more rapidly than the national trend over the last three years. In relation to their levels of attainment on entry into the sixth form students have very high levels of achievement. Students achieved particularly well in English, mathematics, biology, business studies, geography, Latin and art and design. In 2000 they achieved a little less well in French and history.

Levels of attainment in work seen during the inspection are well above average for pupils at the ages of 14 and 16 and very high for students at the end of the sixth form.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils' attitudes are excellent. Pupils enjoy attending the school and are proud of the school's achievements. They approach their school work with enthusiasm and want to succeed.  |
| Behaviour, in and out of classrooms    | Pupils' behaviour is excellent. They are self-disciplined and respond well to the responsibility given to them for their own behaviour. Pupils move around the school in a very orderly manner. They are polite and mature in their dealings with one another. They are very attentive in class and work very well with each other.  |
| Personal development and relationships | Pupils' personal development is very good and the relationships engendered in the school are excellent. Pupils respect the views of others and often show great sensitivity towards the needs of others. The maturity and self-discipline of pupils is one of the strengths of the school. Pupils take an active part in the wide range of activities organised by the school. The very positive relationships between teachers and pupils provide support and stimulus for good learning. |
| Attendance                             | Pupils' attendance is very high compared with the national average. Unauthorised absence is well below the national average.   |

## TEACHING AND LEARNING

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

Teaching overall is good throughout the school and very good in the sixth form. Of the 75 lessons observed during the inspection 1.3 per cent were judged to be excellent; 33.3 per cent judged to be very good; 53.3 per cent judged to be good and 12 per cent judged satisfactory. No unsatisfactory teaching was seen. Teachers show good subject knowledge and understanding, and their expectations of pupils in lessons are high. Lessons are usually conducted in a brisk, business-like fashion. Teachers manage pupils' academic progress well in an atmosphere of mutual respect. Relationships between pupils and between pupils and teachers are very good. Homework is usually appropriate and substantial, and a logical follow-up to lessons. Teachers use day-to-day assessment well to inform their subsequent teaching, although marking can be inconsistent within and across subjects. For example, there are occasional gaps in marking, and a lack of constructive comment about how to improve the next similar piece of work. Teachers use resources effectively, although in some areas of the school there is a lack of the sort of display that could contribute to a stimulating learning environment. The timetable leads to considerable movement of pupils and staff between lessons because of the spread-out nature of the site. As a result lateness to lessons is common and significant teaching time is lost. This sometimes puts teachers under pressure to cover work, occasionally at the expense of varying teaching methods and working contexts. The teaching of literacy and numeracy is very effective. The teaching of English, mathematics and science is of a high standard.

Pupils' learning overall is good throughout the school, but it is particularly good in the sixth



form. They acquire skills, knowledge and understanding at a good rate, and are well motivated to learn. Their physical, intellectual and creative efforts are of a high order. They produce large amounts of appropriate work and their pace of working is good. They show interest in their work, often going beyond the minimum requirements of a task. They sustain concentration well and show independence of thought. For example, in a sixth form history lesson two students sustained opposing sides of an argument without teacher intervention. They have a good awareness of their own learning. There are few pupils with special educational needs, but they learn as well as their peers as a result of appropriate and effective support both from class teachers and learning support assistants.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Generally the school provides a good range of curricular activities to meet the needs of its pupils, although there is currently no opportunity to gain a qualification in ICT at GCSE.                                   |
| Provision for pupils with special educational needs   | There is effective provision for pupils on the special educational needs register.  |
| Provision for pupils with English as an additional language                                 | There are no pupils in the early stages of learning English. Pupils with English as an additional language make the same progress as other pupils.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision made for boys' personal development is effective in enabling them to become mature and responsible members of society.  |
| How well the school cares for its pupils  | Child protection procedures are in place. Arrangements for pupils' general welfare and health and safety are good. Pupils are given very good support, guidance and opportunities for academic and personal developments. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher has provided outstanding commitment and dedication to the school in his 18 years of leadership and has made a significant contribution to the school's success over this time. The headteacher provides the school with a clear sense of direction and one of his strengths is the high quality of planning for the future. There are weaknesses in the quality of department development planning and monitoring. |
| How well the governors fulfil their responsibilities             | The governors are well-informed and very supportive of the headteacher and the school. They are failing to ensure that all pupils receive a daily act of collective worship.   |
| The school's evaluation of its performance                       | The school thoroughly analyses its performance in external testing and examinations. Its evaluation and dissemination of effective teaching methods needs improvement.   |
| The strategic use of resources                                   | The school is very effective in targeting its resources to meet the needs of the school. There is a clear vision about the long-term priorities for the future development of the school. The principles of best value are effectively applied.  |

## 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>• School has high expectations for pupils</li> <li>• Good teaching</li> <li>• Pupils like school</li> <li>• Behaviour in school is good</li> <li>• Good range of extra-curricular activities</li> <li>• School is well led and managed</li> <li>• Pupils make good progress</li> <li>• School helps pupils become mature and responsible</li> </ul> | <ul style="list-style-type: none"> <li>• The school working more closely with parents</li> </ul> |

The majority of parents are fully supportive of the school. The inspectors agree with parents on their views of what pleases them most about the school. Inspectors judge that the quality of reports to parents could be more informative. The judgement from inspectors is that there are sufficient opportunities for parents to work effectively in partnership with the school.

## **PART B: COMMENTARY**

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

#### **Attainment at Key Stage 3, GCSE and A level is very high compared with national averages**

1. Pupils enter the school with well above average levels of attainment. By the age of fourteen they are gaining very high levels in National Curriculum tests. This shows that they make very good progress in their first three years at the school. Attainment in English is a little lower than that in mathematics and science compared with mixed sex schools with pupils from a similar background but boys nationally gain slightly lower grades than girls and the comparison takes no account of this.

2. In Years 10 and 11 pupils make excellent progress and achieve GCSE results which are very high in relation to national averages and well above the average levels achieved by schools with similar levels of attainment for pupils at fourteen. For the last two years all pupils have gained five GCSE Grades A\*-C. The average points score for pupils who take GCSE examinations at the school is seventy-five percent higher than the national average points score. This represents excellent achievement in the final two years leading up to the sixth form.

3. In individual subjects GCSE results for 2000 were particularly good in mathematics, French and science, for which all pupils are entered. In Spanish and Latin, for which subjects smaller numbers of boys are entered, results were also good when compared with the average performance of pupils in all other subjects. Even so, in all subjects except German, well over ninety per cent of pupils achieved grades A\*-C. Only in the average grade per pupil compared with all other subjects are results in art and design, English literature and design and technology seen to be a little less high.

4. There is no evidence of pupils from different ethnic backgrounds achieving levels of progress any different from those of other pupils. The small number of pupils with English as an additional language have well developed English language skills so that they make progress in line with that of other pupils.

5. In the sixth form, standards are notably high when compared with national average figures. In 2000 almost two thirds of the A-level grades achieved in all subjects were A or B and one third of them were grade A. Students in English language and literature, mathematics, biology, business studies, geography, Latin and art and design performed particularly well as measured by the school's value added data and comparisons of A/B grades in particular subjects with national averages for selective schools. The same data indicates for the year 2000 that students taking French and history in 2000 did a little less well.

6. Important factors contributing to the consistently high academic standards throughout the school include good teaching, especially in the sixth form, and very positive attitudes to learning from pupils of all ages. Lessons are usually challenging and pupils respond well to demanding tasks. They are resourceful and enthusiastic about much of their work and this helps them to make very good progress in all subjects.

7. Standards of literacy and numeracy are high throughout the school. These helps pupils and students to produce good work in all subject areas. Students and pupils contribute readily to class discussion with good expression and a wide range of language and they listen attentively. Pupils' writing is well structured, fluent and accurate. Their reading skills are sufficient to meet the demands of the most challenging material. These important learning skills are at the heart of the very good achievement across the curriculum.

### **The quality of teaching and learning in the sixth form is very good**

8. The fact that students learn well in the sixth form is due in no small part to the overall academic ethos within the school. From an early age pupils are encouraged to contribute in lessons, and as a result they are often fluent and confident in their spoken answers and they participate well. When they arrive in the sixth form these attributes are well developed, and it is not unusual to find students who are articulate and well able to pose relevant questions of their teachers, similarly they are not always prepared to accept answers at face value. This attitude to learning means that students are highly motivated and capable of putting forward a reasoned argument backed with evidence, and of defending a chosen stance. It is in the course of these exchanges that secure learning takes place, as students rehearse their theories and rebut counter arguments. Classroom performance is often supported by detailed research and reading, and the fact that all contributions are valued by staff means that students can feel confident in testing out their theories without fear of rejection or ridicule. The level of debate is often very mature in lessons and students possess wide subject-specific vocabularies and a broad range of expression.

9. Teachers of 'A and A/S level' courses are academically well qualified to teach these courses. In particular, their knowledge of examination technique and their ability to express clearly to students what the examiners are looking for in answers are outstanding. In the lessons observed during the inspection week teachers were constantly testing students' understanding of topics and concepts by a skilful use of questioning techniques.

### **Pupils' attitudes and their behaviour are excellent and relationships within the school are excellent**

10. Pupils and students are very well-motivated and clearly enjoy learning. They are proud of their own achievements and equally proud of the school's successes. They are generous in recognising the achievements of others and are keen to succeed. Older students provide very good role models for younger pupils to emulate. Nowhere was this more evident than in the gym at lunchtimes. Sixth form 'rowers', engaged in their own demanding weight-training routines still had time to encourage, support and supervise younger pupils who are destined to become the school rowers in years to come.

11. Pupils' behaviour in lessons and around the school is excellent. They are mature and confident and respond well to the responsibilities given to them for their own behaviour. Teachers rarely have to discipline pupils in respect of their behaviour as most boys set their own very high standards. Boys are placed on report but this is usually for unsatisfactory progress in their studies or for failing to complete their 'prep' and not for unsatisfactory behaviour in lessons. Pupils and students move around the school in a very orderly manner. They are polite and mature in their dealing with one another and with visitors. Their concentration and attentiveness in lessons is very high and when given the opportunities they work very well with each other.

12. The quality of relationships within the school is excellent. Pupils respect the views of others and often show great sensitivity towards the differing needs of others. The maturity and self-discipline of the pupils are two of the school's strengths. The discussion in the 'Seward Committee' (representatives from each form) over issues of bullying provided a good illustration of the maturity of the debate. Some pupils were genuinely indignant that the issue was even being discussed because they felt there was no bullying and other pupils were very sensitive that even apparently trivial incidents could have a negative impact on some pupils and determined how best these pupils could be supported.

13. Most pupils have an obvious respect for their teachers. They appreciate the support they will receive from teachers, often, as pupils recognise, in the teachers' own free time. Equally it is obvious in the quality of relationships that most teachers respect the pupils and students they teach.

### **The very good extra-curricular activities cater for a wide range of interests**

14. The school has a justified regional and national reputation for its sporting achievements. Teachers and pupils spend many hours in training to achieve high standards. There is much competition amongst boys to represent the school in different sporting activities. Some boys feel there is undue pressure applied to take part in school teams but the majority take pride in representing their school. For those boys with sporting talents the school is well-equipped to foster and develop these talents to the full. The current tendency for the playing fields to become water logged restricts opportunities for training and fixtures with other schools. It is not just team sports which are encouraged. Individual sports such as swimming, rowing and chess are encouraged and individual achievements in these activities are given as much recognition and pride by the school as are the performances in team games.

15. Musical and drama productions are of a high standard and pupils with artistic talents are fully supported in developing their talents to the full. A short drama production during lower school assembly on the issue of the 'holocaust' not only provided the opportunity for pupils to demonstrate their talents but provided them with an appreciative audience for their efforts. So powerful was the impact of the presentation that pupils were still discussing it during the following break and lunchtimes.

16. Extra-curricular activities are not just confined to sporting, musical and dramatic activities. The school enters many national competitions such as the Young Engineer for Britain and the Eco marathon sponsored by an oil company. Pupils raise considerable amounts of money for local and national charities. Pupils themselves are encouraged to generate new clubs and societies. Two pupils were observed during the lunchtime devising a 'web page' to encourage other pupils in their interest in simulated war games. Many older pupils take an active part in the activities of the thriving Combined Cadet Force. The wide range of activities is a clear strength of the school. It enables all pupils who wish to participate to develop their interests and skills in a very impressive manner.

### **The quality of financial management is very good**

17. The school is well served by the administrator and his team of staff. Considerable efforts have been made to provide a clear direction for the future growth of the school. The creation of a development office has significantly enhanced the school's marketing and fund raising activities. Donations to a 'Millennium Fund' have raised over £1 million to date. This provides a sound basis for developing and improving the academic and sporting facilities. The quality of the long-term financial planning is of a very high order. It has meant that the school has been well prepared to cushion the effects of changes in the finances coming into the school as a result of moving from grant-maintained to voluntary aided status.

18. The most recent comprehensive audit report conducted by Lancashire County Council in December 1999 commented thoroughly on the necessary changes to procedures as a result of being funded by Lancashire County Council as opposed to the Funding Agency. The governing body accepted the report and implemented the recommendations.

### **WHAT COULD BE IMPROVED**

#### **The planning of the timetable to enable more lessons to start on time**

19. The length of the teaching week is below the recommendations of the DfEE for pupils in the 11-16 age range. In practice the teaching time is reduced significantly by the constraints of the site. Pupils and staff have to travel considerable distances to their lessons because of the spread-out nature of the site. As a result pupils starting new lessons at periods 2, 3, 5 and 7 arrive late for lessons and a significant amount of the planned teaching time is lost. Pupils are not deliberately late for lessons and in the main do move quickly from one site to another.

20. The effect of this is that lessons do not start on time and on several occasions the well-planned introduction of a lesson was disrupted by the late arrival of pupils. This impacts negatively on the quality of teaching and learning.

#### **The quality of development planning and monitoring at both whole school and departmental levels**

21. Long-term financial planning, as stated above, is a strength of the school. The school development plan is dominated by the needs of departments rather than whole school issues and there is a lack of consistent cross-referencing between the various sections. For example, most departments have identified a need to improve their ICT skills and provision. Their needs are not easily reconciled with the ICT development plan. The quality of planning is variable within the school. The quality of the technology college development programme for 2000-2001 is of a very high standard. There are clear and measurable targets with a clear identification of how targets will be achieved. This is in contrast to other parts of the school development plan where targets are vague and where, as a consequence, accurate monitoring and evaluation of progress is less rigorous.

22. The school has gained the Investors in People accreditation and the section in the school development plan on staff development reflects the high standards that were required to gain the Investors in People award. It is not clear in most department plans how changes initiated by departments are linked to school improvement.

#### **Consistency in the quality of marking across all subjects to identify how work can be improved**

23. The marking of most pupils' work is thorough and detailed. Most work is marked promptly and returned quickly to pupils and students. Usually, though not always, marking clearly indicates to pupils the justification of why a particular mark has been awarded for a piece of work. There is a weakness in the use of marking by teachers to indicate clearly to pupils what they needed to have done to reach the highest marks. Pupils are not always aware of what was required of them to get 'ten out of ten' on a piece of work. Some teachers are good at providing that information but there is a lack of a consistent whole school approach to this aspect of marking.

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

24. In order to raise standards within the school even higher, the headteacher, governors and staff should:

- (1) In constructing the timetable ensure that lessons start at the time stated, making every effort to reduce the movement between sites for pupils at the start of periods 2, 3, 5 and 7.
- (2) Improve the quality of department and whole-school planning by:
  - Identifying more clearly whole-school issues for departments to respond to;
  - Identifying within the school development plan specific and measurable targets;
  - Disseminating the good practice for department planning evident in design and technology across all departments.
- (3) Improve the quality of marking of pupils' work by:
  - Making greater use of feedback comments to indicate to pupils how their work can be improved;
  - Disseminating the good practice that exists within the school to all teachers.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 75 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1.3       | 33.3      | 53.3 | 12           | 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                                 | 686      | 271        |
| Number of full-time pupils known to be eligible for free school meals | 29       | 0          |

| Special educational needs   | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of pupils with statements of special educational needs       | 3        | 0          |
| Number of pupils on the school's special educational needs register | 8        | 1          |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 17           |

| 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           | 22           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 3.5 |
| National comparative data | 7.7 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| 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

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | 2000 | 128  | 0     | 128   |

| National Curriculum Test/Task Results       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 5 and above   | Boys     | 128      | 128         | 128      |
|   | Total    | 128      | 128         | 128      |
| Percentage of pupils at NC level 5 or above | School   | 100 (99) | 100 (99)    | 100 (99) |
|   | National | 63 (63)  | 65 (62)     | 59 (55)  |
| Percentage of pupils at NC level 6 or above | School   | 95 (92)  | 100 (99)    | 100 (96) |
|   | National | 28 (28)  | 42 (38)     | 30 (23)  |

| Teachers' Assessments                       |          | English   | Mathematics | Science   |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 5 and above   | Boys     | 128       | 128         | 128       |
|   | Total    | 128       | 128         | 128       |
| 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   | 98 (90)   | 100 (100)   | 98 (99)   |
|   | 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 | 125  | 0     | 125   |

| GCSE results  |          | 5 or more grades<br>A* to C | 5 or more grades<br>A*-G | 1 or more grades<br>A*-G |
|---|----------|-----------------------------|--------------------------|--------------------------|
| Numbers of pupils achieving the standard specified    | Boys     | 125                         | 125                      | 125                      |
|   | Total    | 125                         | 125                      | 125                      |
| Percentage of pupils achieving the standard specified | School   | 100 (100)                   | 100 (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   | 67.1 (67.9)      |
|                               | National | 38.4 (38)        |

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

## 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 | 137  | 0     | 137   |

| 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                                  | 29.9  | 0      | 29.9 (33)   | 7  | 0      | 7   |
| National                                | 17.7  | 0      | 18.2 (17.9) | 3.1  | 0      | 2.7 |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 5            |
| Black – other                   | 1            |
| Indian                          | 16           |
| Pakistani                       | 1            |
| Bangladeshi                     | 1            |
| Chinese                         | 6            |
| White                           | 909          |
| Any other minority ethnic group | 18           |

### ***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                        | 8            | 0         |
| 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) | 58.5 |
| Number of pupils per qualified teacher   | 16.4 |

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

|   |     |
|---|-----|
| Total number of education support staff | 7   |
| Total aggregate hours worked per week   | 193 |

#### **Deployment of teachers: Y7 – Y13**

|   |      |
|---|------|
| Percentage of time teachers spend in contact with classes | 76.3 |
|---|------|

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

|             |      |
|-------------|------|
| Key Stage 3 | 26.2 |
| Key Stage 4 | 23.5 |

### ***Financial information***

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £         |
|--|-----------|
| Total income                               | 2 505 818 |
| Total expenditure                          | 2 570 227 |
| Expenditure per pupil                      | 2 726     |
| Balance brought forward from previous year | 101 556   |
| Balance carried forward to next year       | 37 147    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 950 |
| Number of questionnaires returned | 548 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 61             | 35            | 3                | 1                 | 0          |
| My child is making good progress in school.  | 68             | 28            | 2                | 0                 | 2          |
| Behaviour in the school is good.   | 59             | 35            | 1                | 1                 | 4          |
| My child gets the right amount of work to do at home.                              | 45             | 45            | 7                | 1                 | 3          |
| The teaching is good.  | 62             | 35            | 0                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 54             | 39            | 5                | 1                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 62             | 31            | 5                | 1                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 91             | 9             | 0                | 0                 | 0          |
| The school works closely with parents.   | 40             | 45            | 12               | 1                 | 2          |
| The school is well led and managed.  | 75             | 23            | 1                | 0                 | 1          |
| The school is helping my child become mature and responsible.                      | 69             | 26            | 2                | 1                 | 2          |
| The school provides an interesting range of activities outside lessons.            | 80             | 18            | 1                | 0                 | 1          |