

INSPECTION REPORT

REGENTS PARK GIRLS' SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116450

Headteacher: Sarah Hill

Reporting inspector: Sandra Tweddell
1709

Dates of inspection: 11 - 14 March 2002

Inspection number: 189927

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

© Crown copyright 2002

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:	King Edward Avenue Southampton Hampshire
Postcode:	S016 4GW
Telephone number:	023 80325444
Fax number:	023 80322411
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Cameron
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1709	Sandra Tweddell	Registered inspector
9769	Margaret Morrissey	Lay inspector
18178	Ian Matthews	Team inspector
20420	Stuart Rawcliffe	Team inspector
2734	Paul Cosway	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Regents Park is a comprehensive school taking in girls between the ages of 11 and 16. It is larger than most schools, having 1092 pupils on roll. It is situated in the city of Southampton, and is bounded on three sides by houses. Pupils come from a very wide range of backgrounds, over a third coming from areas that are receiving funding for regeneration. The number of pupils who are entitled to free school meals is broadly average at 15.7 per cent. The school has representation from a wide range of cultures and faiths. For just over 20 per cent of pupils English is an additional language. The first languages include Punjabi, Urdu, Bengali and Gujarati. Five pupils are at an early stage of learning English. Twenty-two per cent of pupils are on the register of special educational needs, which is average and four of these pupils have a statement of special educational need, which is below average. A significant number of pupils with special needs have emotional and behavioural difficulties. Attainment on entry is below average and, although skills of literacy on entry are close to average, skills of numeracy and in science are below average. The school is designated as a DFES Training School and has 18 students in training.

HOW GOOD THE SCHOOL IS

Regents Park Girls' school is an effective school. Pupils enter with below average attainment and, when they leave, their overall attainment is well above average. One of the reasons for the school's success is the very good leadership of key staff. Systems for managing the school are being refined and most staff are working closely together to implement them. Another factor is the good teaching. The school has a significant number of pupils whose behaviour is challenging, but their personal development is good, as staff manage them well. Attendance has improved and is now average, because of rigorous action by all staff. Among departments, there is some inconsistency in attainment and teaching and learning, that is being successfully tackled by the recently formed Headteacher's Leadership Team. Science, modern languages, design and technology and geography do not perform as well as other subjects. Taking account of the attainment on entry compared with the attainment when pupils leave and the quality of the provision, the school provides good value for money.

What the school does well

- Attainment is above average overall and pupils make very good progress.
- Leadership by the headteacher and the Leadership Team is very good and has set a clear direction for the school to maintain its success.
- Teaching is good.
- The personal development and support that all groups of pupils receive are very good.

What could be improved

- The attainment of pupils is not consistently high in all departments.

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 October 1996 and has made good progress on the areas that were identified for improvement. A review of teaching led to a wider range of teaching approaches being used. The review has recently been broadened to seek the views of pupils. The curriculum has been broadened and planning improved in order to ensure that work matches the needs of pupils of different attainment. The process of school development planning has been reviewed and sharpened and departmental and year team plans link closely to the school plan. National data are now used as a benchmark to gauge how well pupils make progress, and the information from this is beginning to be used by departments. The progress of different groups of pupils has been analysed by the Leadership Team. Attainment in science has improved.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
GCSE examinations	A	A	A	A*	very high A* well above average A above average B average C below average D well below average E

The table shows that in 2001, the performance of pupils was well above average and was in the highest five per cent of schools that take pupils from similar backgrounds. Pupils at the school have attained well above average results for the past three years. The trend in performance is similar to the national trend and the school met the targets it had set for 2001. Fourteen-year-old pupils have attained well in English for a number of years. Their performance in 2001 was well above average. In mathematics and science, the attainment of fourteen-year-olds was below average when compared with the attainment of girls nationally.

The inspection found that pupils' achievement is very good and their attainment overall is well above average. Pupils do very well in English and their attainment continues to be well above average. In mathematics and science, attainment is improving and pupils make satisfactory progress from a low base on entry. Higher attaining pupils achieve well in science, but more rigour is needed in the subject's leadership and management to ensure that all groups of pupils achieve equally well. There are other differences in performance among subjects. Pupils who study musical instruments achieve highly and attainment in history is above average. Modern foreign languages, geography and design and technology do less well than other subjects but most of the staff involved are aware of this and are working to improve this picture. Pupils with special educational needs make good progress. More able pupils make very good progress as they are usually challenged by their work. There is no difference in the progress of pupils for whom English is an additional language or of pupils from the wide range of cultural backgrounds that is represented in the school. These two groups of pupils make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Almost all pupils have positive attitudes towards their work.
Behaviour, in and out of classrooms	Good overall. Almost all pupils are polite and courteous.
Personal development and relationships	Very good. Pupils respond well to the many opportunities to develop as young women who think and behave intelligently and responsibly.
Attendance	Has improved because of rigorous action by staff and is now average.

The majority of pupils behave well and have positive attitudes towards their work. There is a small, but significant, number of pupils whose behaviour is challenging and who sometimes have negative attitudes towards learning. Usually, these pupils are managed well and do not disturb the learning of others.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	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.

Teaching is good overall and a third of the small number of lessons observed were very good or excellent. The teaching of English is very good and in mathematics and science it is satisfactory. The English department teaches literacy skills very well. Generally, the teaching of literacy is good in most departments, but there is some inconsistency. The teaching of numeracy is satisfactory. Departments have begun to consider how to develop pupils' skills of numeracy in their subjects. The teaching of pupils for whom English is an additional language, of pupils with special educational needs and of higher attaining pupils is equally good. Teachers have a good knowledge of their subjects, using it well to extend the learning of their pupils. Most teachers begin their lessons with a clear explanation of what pupils are expected to achieve, focusing their attention on the subject, which supports effective learning. In some lessons, including science, the work was not well matched to the needs of different groups of pupils in the classes so their achievement was not as high as it could have been.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum has been broadened to offer more choice for pupils and it includes vocational courses. The quality of extra-curricular activities is good.
Provision for pupils with special educational needs	The provision is good and pupils make very good progress. Currently there is little monitoring of the work in classes but this is starting to happen.
Provision for pupils with English as an additional language	Good. Most pupils are confident and they work hard.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and provision for moral and social development is very good.
How well the school cares for its pupils	Provision for child protection and for health and safety is very good. The systems for assessment are good but are not yet used consistently across the school. The school does all in its capacity to cater for pupils with challenging behaviour and recent work to improve attendance has been successful.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The Leadership Team has a very clear view of how the school should develop and is developing well-considered management systems to support the maintenance and further raising of attainment.
How well the governors fulfil their responsibilities	Governors are clear about their responsibilities and although few in number, are working well as a team to establish methods to gain information about the school and to use it in their work. They support the

	school well and fulfil their role satisfactorily.
--	---

The school's evaluation of its performance	Good. Data about performance and quality of provision are used extremely well by the Leadership Team and by some subject leaders, but are inconsistently used by other subject and year leaders.
The strategic use of resources	Very good. Funds are used wisely and are carefully targeted at priorities.

The headteacher gives very good leadership and has a clear strategic view of the school. The Headteacher's Leadership Team works very effectively and the school staff work hard and are generally supportive. The school seeks best value in all its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress and attain well • Teaching is good • Children are expected to work hard • Reports give good information 	<ul style="list-style-type: none"> • Allocation of homework • Information about how children are doing • Working with parents and information given to them. • A small number feel behaviour is not good

The inspection found that pupils make very good progress and their attainment overall is high. The teaching is good and teachers have high expectations of the work of pupils. The small number of parents who are dissatisfied with homework are divided as to the reasons. Many feel that there is too much homework, particularly for younger pupils. Homework is set regularly and pupils stated that they manage it well. The quality of homework varies, some tasks extend learning very well, although others involve finishing off work, which does not extend learning for all pupils. The school is aware of difficulties with homework and has recently consulted with parents as part of a review. The inspection found that reports give good information about how well pupils are doing. A new Parents' and Friends' Association has been established and other plans are underway to improve links with parents further. The school has a significant number of pupils who have challenging behaviour, but the school manages these pupils well and they do not usually disturb lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is above average overall and pupils make very good progress

1. When pupils enter the school, their attainment is below average, particularly in science and mathematics. They make very good progress throughout the school and when they leave, their attainment is above average and in 2001, was well above average. Higher attaining pupils achieve well in most subjects, as do average and lower attaining pupils, although in science, higher attaining pupils make more progress than other groups of pupils. The school's analysis of test results indicates that pupils for whom English is an additional language and those from the range of cultures other than white British achieve equally well. This was confirmed by the inspection. Many, but not all, departments have a higher than average number of pupils who gain A* and A grades at GCSE. Recently, the school won a science award and a French speaking competition.
2. Many factors combine to produce these very good results. Leadership of the higher attaining departments is excellent and the teams as a whole respond to this very well indeed. They are highly committed, very willing to learn from each other, observing each other's lessons and sharing ideas and teaching materials. They have enormous enthusiasm and love for their subject and they transmit this to the pupils, motivating them very well indeed. They have very high expectations, at times teaching the GCSE pupils at a level that would be appropriate for older students studying at GCE A level. They challenge and extend the knowledge and understanding of the girls beyond the requirements of the GCSE course. Marking and assessment are used very effectively indeed. Marking is thorough, detailed and helpful. National Curriculum levels or GCSE grades are used to let pupils know precisely the standard that they have attained and clear and achievable targets are set after every substantial piece of work so that pupils know exactly what they have to do to reach the next level. Pupils' progress is monitored regularly and any girl falling behind her target is mentored by adults and monitored. In one of these departments, parents are kept fully informed, by letter, of their children's progress, if work is above or below expectation. Significantly, the teachers have an excellent understanding of the requirements of the examinations and high levels of expertise in helping the girls to understand how to gain the highest marks. This is not 'teaching to the tests', however. Their teaching of good examination techniques results in the girls learning very good communication skills, self-evaluation and analytical thinking. Above all, the subject leaders have a love and enthusiasm for the subject that inspires pupils.
3. The English department is one of the successful departments. The analysis of pupils' work during the inspection confirmed high standards in English for all groups of pupils. Attainment is well above the national average both for 14 and 16-year-olds. The girls' understanding and appreciation of literature are often outstanding and the older, higher attaining girls write lucidly and perceptively about the poems, plays and stories that they study. They have a very good understanding of the techniques that authors use to write effectively. They also write well themselves, using a range of styles to suit the purpose of the writing and its audience. Their writing is accurate and expressive, often moving. For example, a Year 11 girl wrote in her personal poetry anthology:

*How long is a minute if we have but seconds?
Or a month if we have but days?
How long is a day if no hours we have,
Just seconds to while away?*

4. Another Year 11 girl wrote in response to a poem:

Breathtaking. A thousand fairy lights faintly cast their glow on the resting lake; oranges, golds and greens blend all the colours in the world into a patchwork that lies at my feet.

The high attainment and very good progress of pupils in the successful departments are a result of excellent leadership and highly effective systems of management.

Leadership by the headteacher and the leadership team is very good and has set a clear direction for the school to maintain its success

5. The headteacher was appointed in September 2000 and was faced with the challenge of maintaining existing high standards and moving a successful school forward to improve attainment still further. The motto of the school is *aiming for excellence*. The headteacher has a very clear idea of the leadership that is required for this to happen, and has already improved some areas by refocusing the work of the school, for example the use of information from assessment by all staff and procedures for ensuring regular attendance. All decisions are informed by evidence from data. She has very high expectations of her staff and pupils with a deep concern for their welfare. Her leadership style is an inclusive one, trying to involve all staff, pupils and parents, appropriately challenging them and ensuring that management systems are there to support them. In their turn, the staff are equally committed and are working hard to fine tune their work so that pupils receive the best possible education.
6. One of the moves has been to appoint a headteacher's leadership team. This group of six senior staff has areas of responsibility that cover all aspects of school life. The teamwork is very good and they work closely together, challenging but supporting one another. The headteacher aims to encourage all who work in the school to be open about their successes and their areas for development. This was observed at leadership team meetings. Staff with departmental responsibility have been renamed subject leaders to reflect the leadership that is expected in their role. Several have already taken up this challenge and the area for which they are responsible has improved as a result.
7. The management systems that are developing are ensuring that staff and pupils have a voice in the decisions that are made. The school strategic plan is one example of this. Staff and governors all took part in its development and its successful use as a management tool was observed at the year team meetings where the agenda was firmly fixed on the priorities of the plan. Another system is the use of data to inform the work of subject and year leaders. All subject leaders have completed an analysis of examination results which they have used to set targets for their work. The quality of the analysis is variable as the process was introduced two years ago and is still developing. However, the majority of staff now have a clear idea of how to maintain and improve the achievement of pupils.
8. Several improvements are already evident as a result of the refining of the school's work. Attendance has moved from below average to average in the last seven months. The work of the Pupils' Parliament has been developed. The pupils on this group spoke eloquently about their work and appreciated the opportunity to contribute to making decisions about the school. As the headteacher recognised that links with parents needed strengthening, a Parents' and Friends' group has been established and a sample of parents consulted about homework through a detailed questionnaire. The use of information about attainment along with national data has led to improvements across the school, including the allocation of staff to support pupils for whom English is an additional language.

Teaching is good

9. Teaching in the school is good overall and of the small number of lessons observed, a third were very good or excellent. The teaching of pupils from the range of cultures represented is also good. Generally, subject specialists teach pupils with special educational needs and a few have support from classroom assistants. This teaching is usually good also. Higher attaining pupils are also taught well. There is a range of quality of teaching and a small number of lessons have areas of weakness. The Leadership Team is aware of this and is appropriately working with teachers so that all learn from the good practice that is widespread in the school.
10. The teaching of literacy by the English department is very good and is generally good in other departments, but there is some inconsistency. The science department has recognised that key terms in science need to be taught explicitly but is not yet doing this systematically. The teaching of numeracy is satisfactory.

11. Most teachers have a very good understanding of the subjects they teach and they use this well when planning work so that pupils' learning develops at a good rate. The majority of teachers manage the behaviour of pupils well so that the environment allows pupils to learn effectively. There are one or two exceptions to this, where the school's systems are not used fully by the class teacher.
12. One of the key features of the good teaching is the setting of objectives for the lessons and, equally important, sharing these with the pupils. In a lesson with pupils in Year 10, the teacher shared with the class the aim of the lesson which was to understand how A grades at GCSE could be raised to A*. The pupils had a clear focus so they knew what they were expected to do and why. As a result, learning was good. Most teachers are using this idea, but there are times when the aim of a lesson becomes confused with the task that is set.
13. Lesson planning ensures that time is used to the maximum effect. Often, teachers give deadlines for the completion of an activity, thus maintaining the interest of the class. Resources are used well to extend learning and to maintain motivation. One example is the use of individual whiteboards on which pupils can try out ideas or note an answer that can then be quickly checked by the teacher. In modern languages, overhead projectors are used well to demonstrate ideas. Many teachers are enthusiastic about their subjects, inspiring pupils. This was observed in many lessons. Homework is set regularly and the best builds on the learning in the lesson, or prepares for new learning. The planners in which pupils note homework show that some homework is simply finishing off work or copying, which may not extend the learning of all groups of pupils. Work is marked regularly, but some marking did not suggest how pupils could improve their work.
14. In the excellent and very good lessons, the teachers used their subject expertise and resources well, wasted no time, were very clear about their expectations and equally clear about how pupils learn. In a history lesson, as soon as pupils entered the room, they were asked to note what they could deduce on a picture to do with the holocaust. The aim of the lesson was clearly explained so all knew exactly what was expected of them. The teacher then engaged in a role-play with a pupil of the meeting at Wannsee concerning the Final Solution. Pupils were asked to make notes of their observations during the role-play, using them later to compare with minutes of the actual meeting. They were asked to scan the minutes and use a highlighter to highlight the points they found that matched their observations of the role-play. This focused the learning on the text and developed their skills of literacy as well as their understanding of history. The teacher moved around, supporting those who found the task difficult and extending the higher attaining pupils' knowledge with questions. Deadlines were used throughout which maintained the pace of working. The other feature of the lesson was the seeking and valuing the views of pupils. As a result, some pupils were prepared to ask questions and challenge. The class achieved very highly. They used their skills of literacy to good effect, sharpened their historical skills of analysis, hypothesis and deduction and deepened their understanding of the cause of the holocaust. The homework that had been set previously was thoughtful and challenging and was built on during the lesson. Another lesson with excellent features shared similar characteristics. This time the teacher used an apprenticeship approach. She wanted the Year 11 group to deepen their understanding of poetry from other cultures. She did the tasks alongside the pupils and shared her responses with them, thus setting high expectations as well as giving them examples of what to do.
15. Many teachers are skilled in setting work that matches the needs of different groups of pupils. Have high expectations of their pupils and the work is appropriately challenging. In an art lesson with Year 7 pupils, four were given a different task as the one chosen was not appropriate, and extension activities were available for those who had finished.
16. The consistency of teaching is a focus for the school and although some inconsistencies remain, teaching is a strength of the school and contributes effectively to the high standards that pupils achieve.

Pupils' personal development and the support they receive are very good

17. The range of backgrounds from which pupils come is very wide and includes a significant number of pupils who have behavioural and emotional difficulties. The good ethos of the school supports the personal development of all pupils very well. Relationships throughout the school are very

good. Procedures for ensuring their health and safety, including the arrangements for child protection are also very good.

18. The provision for moral and social development is very good. Pupils have many good opportunities to undertake responsibilities through taking responsibility for, and participation in, musical and physical education activities, the Pupils' Parliament and other general responsibilities. One example is the organisational roles undertaken by prefects at parents' meetings. Another is the recent Global Rock concert, planned from start to finish by pupils under staff guidance, which included the making of the costumes and props that were needed. Nearly a quarter of the school took part. Attendance at extra-curricular activities is high and pupils spoke enthusiastically about the opportunities that are available. Pupils in Years 10 and 11 are trained by counsellors to be Welfare Officers and Form Sisters to younger pupils. They work with pupils in Year 7, closely supervised by teachers to ensure that no 'Sister' takes on the worries of other pupils unnecessarily. Pupils support charities, for example, for cystic fibrosis.
19. Personal development is also supported effectively by the personal, health and social education programme, which has strong links with citizenship and religious education. In one example, an teacher planned a thought provoking and challenging lesson to enable pupils to think deeply about moral issues in the context of the theme of sacrifice. He claimed that he had received a offensive letter written by some pupils. He asked the class to suggest how he could find out the culprits, then asked who would be prepared to face detention on behalf of the class. He then selected two pupils, who had previously been alerted as to their role, to do the detention. The pupils had reasons for not doing it as they had other commitments that would have forced them to let family members down. The discussion that ensued encouraged the pupils to think deeply about moral issues and was most effective.
20. A significant strength in how well pupils are cared for is in the systems that have been developed to improve attendance, which was below average. Staff have worked hard to implement the systems and as a result, between September 2001 and March 2002, attendance has risen and is now average. The management of behaviour is currently being reviewed to ensure a consistent approach by all staff, although, overall, the management of behaviour is good. The school aims to include pupils, not exclude them, although exclusion is used as a last resort. The school is working closely with the Pupil Support Service, the Education Welfare Officer and the Community Support Link Service to achieve this. Adults in the school do all they can to support the pupils who have emotional and behavioural difficulties. The internal suspension unit offers a good environment with calm music and telephone contact if needed. This allows pupils to calm down and continue with their work.
21. The very good care that the school gives to its pupils is a major factor in their high achievement.

WHAT COULD BE IMPROVED

The attainment of pupils is not consistently high in all departments

22. Attainment in the school overall was well above average in 2001 and in the top five per cent of schools that take pupils from similar backgrounds. However, this masks differences in attainment among departments. Many subjects enable their pupils to attain greater number of A and A* grades at GCSE than is found nationally. Science is one of these, and results improved last year but the department does not do as well as others. French, design and technology and geography also do less well than other subjects, although pupils have recently won a French speaking competition.
23. The departments that achieve highly are characterised by rigorous leadership and management. They focus strongly on attainment data as a means of comparing their results with other schools, and use the information for planning lessons, setting targets for pupils and monitoring their progress towards these targets. Work is therefore carefully matched to the learning needs of the pupils. In the less successful departments, data are used less well as, for many, it is a new skill. A science lesson, for example, was pitched at too high a level for a mid attaining group, so that pupils did not understand what was being taught. The understanding of scientific ideas by mid and

low attaining pupils is weak. These pupils therefore do less well than other groups of pupils in science.

24. A new subject leader for mathematics has been appointed who is developing management systems for the department, using information from the analysis of data to inform its work. New subject leadership in geography is introducing the rigorous approaches of the successful departments. The modern foreign languages department has had staffing difficulties but is working to improve its approaches to teaching.
25. In a few lessons, the use of the school's behaviour policy is inconsistent, as is the quality of teaching. An area of inconsistency across all departments is in setting work that matches the needs of pupils. Occasionally, the extension activities given consist of more of the same, rather than extending the knowledge, skills and understanding of the pupils. In other lessons, the teachers rely on the setting arrangements, and do not cater for the range of abilities within the sets.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to maintain standards and raise them further, the headteacher, senior managers, governors and staff should;
 1. Ensure that the leadership and management of subject areas and year groups leaders are consistently rigorous in the implementation of policies, particularly those for;
 - i. The use of assessment data to inform teaching and learning, to set targets and to monitor the progress of pupils;
 - ii. The management of behaviour;
 - iii. Teaching and learning.

Paragraph numbers: 1, 7, 9, 10, 11, 12, 15, 21, 22, 23 and 24.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	16	8	1	0	0
Percentage	8	26	42	21	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y6 – Y11
Number of pupils on the school's roll	1092
Number of full-time pupils known to be eligible for free school meals	172

Special educational needs	Y6 – Y11
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	245

English as an additional language	No of pupils
Number of pupils with English as an additional language	224

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	9.6
National comparative data	8.1

Unauthorised absence

	%
School data	0.9
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 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	210	210

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	160	141	130
	Total	160	141	130
Percentage of pupils at NC level 5 or above	School	76 (81)	67 (63)	62 (54)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	50 (50)	40 (35)	30 (23)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	146	140	135
	Total	146	140	135
Percentage of pupils at NC level 5 or above	School	71 (60)	67 (61)	64 (55)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	38 (30)	38 (35)	32 (26)
	National	31 (31)	42 (39)	33 (29)

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

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	220	220

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	0	0	0
	Girls	130	215	218
	Total	130	215	218
Percentage of pupils achieving the standard specified	School	60 (53)	98 (96)	99 (99)
	National	48 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	48.6 (44.8)
	National	39.0 (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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	3
Black – other	5
Indian	112
Pakistani	54
Bangladeshi	30
Chinese	9
White	825
Any other minority ethnic group	49

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	4	0
Bangladeshi	0	0
Chinese	0	0
White	37	0
Other minority ethnic groups	3	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: Y6 – Y11

Total number of qualified teachers (FTE)	67.33
Number of pupils per qualified teacher	16.2

Education support staff: Y6 – Y11

Total number of education support staff	22
Total aggregate hours worked per week	495

Deployment of teachers: Y6 – Y11

Percentage of time teachers spend in contact with classes	74.4
---	------

Average teaching group size: Y6 – Y11

Key Stage 3	24.6
Key Stage 4	19.1

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	3,066,534
Total expenditure	2,914,087
Expenditure per pupil	2,659
Balance brought forward from previous year	57,656
Balance carried forward to next year	210,103

Recruitment of teachers

Number of teachers who left the school during the last two years	23.33
Number of teachers appointed to the school during the last two years	22.23
Total number of vacant teaching posts (FTE)	9.8

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	8.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.9

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1092
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	66	7	4	0
My child is making good progress in school.	48	54	3	0	4
Behaviour in the school is good.	29	54	15	1	10
My child gets the right amount of work to do at home.	22	51	22	10	4
The teaching is good.	29	68	4	1	7
I am kept well informed about how my child is getting on.	33	55	18	2	1
I would feel comfortable about approaching the school with questions or a problem.	46	52	4	5	2
The school expects my child to work hard and achieve his or her best.	68	36	3	0	2
The school works closely with parents.	24	53	15	6	11
The school is well led and managed.	24	58	10	2	15
The school is helping my child become mature and responsible.	32	56	10	2	8
The school provides an interesting range of activities outside lessons.	36	46	11	3	13