

INSPECTION REPORT

HOVE PARK SCHOOL AND SIXTH FORM CENTRE

Hove, East Sussex

LEA area: Brighton and Hove

Unique reference number: 114607

Headteacher: Mr P Bratton

Reporting inspector: Mr David Cox
10297

Dates of inspection: 26th – 28th February 2001

Inspection number: 191511

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 students:	11 to 18
Gender of students:	Mixed
School address:	Hove Park School and Sixth Form Centre Nevill Road Hove East Sussex
Postcode:	BN3 7BN
Telephone number:	01273 295000
Fax number:	01273 295009
Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Mitchell
Date of previous inspection:	21 – 25 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10297	David Cox	Registered inspector
9756	Ken Parsons	Lay inspector
23434	Marie Gibbon	Team inspector
23528	Andrew Bird	Team inspector
21975	Ann King	Team inspector
2740	Edith Barratt	Team inspector
3735	Alan Webb	Team inspector

The inspection contractor was:

QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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	
Students' 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	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hove Park School and Sixth Form Centre is bigger than most other secondary schools, and is a mixed 11 to 18 comprehensive school. It serves an urban area in Hove, Portslade and districts of Brighton. The school is situated on two separate sites, which are 1.3 miles apart. There are 1596 students on roll including 223 students in the Sixth Form.

The school has a lower than average number of students from ethnic minorities. There are 11 students for whom English is an additional language, although all are fluent in English. The level of attainment on entry varies from year to year, but overall is broadly average. There are 342 students on the special educational needs register, this is 21 per cent of the school population and is broadly average. There are 42 (2.6 per cent) students with statements of special educational need, which is in line with the national average.

The percentage of students known to be eligible for free school meals is 22.9 per cent which is above the national average. Students are more disadvantaged than normal; their socio-economic circumstances are below the national average.

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

HOW GOOD THE SCHOOL IS

This is a good, effective school with many strengths that is continuing to improve. The overall good quality of teaching, combined with the students' good attitudes, ensure that students' levels of attainment improve significantly whilst they are at the school. The excellent leadership provided by the headteacher and other senior members of staff is successful in bringing about a commitment to ensuring that all students achieve well. The school is providing good value for money, including the Sixth Form provision.

What the school does well

- The good teaching in Years 10 to 13 has a positive impact on students' learning.
- Most students achieve well at the school; boys' GCSE results in particular are well above the national average.
- Students have good attitudes to their work and their personal development is very good.
- Leadership is very effective. The resulting clear vision and direction leads to trust and to very good teamwork in almost all aspects of the life of the school.
- There is a good curriculum in place. It meets the needs of students of all levels of attainment and promotes students' personal development very well.
- Students with special educational needs have full access to the whole range of curriculum opportunities within the school. They are fully involved in all aspects of school life.

What could be improved

- Students in Years 10 and 11 do not receive their full entitlement to information and communication technology (ICT)
- The quality of teaching in Years 7 to 9, although satisfactory overall, is not as good as it is in Years 10 to 13.
- There are inconsistencies in the way that some faculty co-ordinators use assessment data to monitor the performance of students.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in October 1996. Results at GCSE have improved at a rate above the national trend. The school has recently been awarded an 'excellence'

School Achievement Award by the Department for Education and Employment (DfEE) for substantial improvement in GCSE examination results over the last three years. The good quality of teaching has been maintained and there is now a greater proportion of teaching that is at least very good; this has ensured that students continue to achieve well at the school. The level of attendance has continued to improve. The progress made by the school is a result of the excellent leadership provided by the headteacher and senior staff that promotes an ethos of high expectations that permeates most of the school. The school's response to the key issues identified in the previous report has been satisfactory. Most of the key issues have been addressed successfully. Monitoring procedures have been improved although there is still a need to improve the use of assessment data by some faculty co-ordinators. The school has worked hard to improve its ICT provision but there is still a need for further development in Years 10 and 11.

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	C	C	B	A
A-levels/AS-levels	D	E	E	

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

The level of attainment on entry varies from year to year. However, students generally arrive at the school with levels of attainment that are broadly average. Students achieve satisfactorily in Years 7 to 9. Results in the national tests for 14 years olds in 2000 were close to the national average in English, mathematics and science when compared to all schools. In comparison with schools with a similar proportion of students eligible for free school meals, results were well above average in mathematics and science and above average in English. Boys perform better than the girls do. Results have improved at the same rate as the national trend.

Results in the GCSE examinations in 2000 were above the national average when compared with all schools. When compared with schools with a similar proportion of students eligible for free school meals, results were well above average. Results have improved since the last inspection report and continue to improve at a rate above the national trend. Boys' results were well above the national average whilst girls' results were above the national average. The school sets challenging targets for improvement and was successful in attaining these. On a relative analysis the best results achieved by students were in business studies, history and food technology whilst the weakest were in English and statistics. Students achieve well in Years 10 to 11.

Results in the 2000 GCE A-level examinations were well below the national average. However, given students' prior attainment on entry to these courses, the achievement of most students was satisfactory. Students following GNVQ courses attained standards above the national average and achieved well. The school operates what is known as an 'open entry' sixth form. This leads to a wide variation in the attainment of individual students in Years 12 and 13 and also to wide variations in the overall attainment of different year groups. No meaningful comparison, therefore, can be made between the performance of different year groups. Most students in the current Years 12 and 13 entered the Sixth Form with much higher levels of attainment than previous cohorts and are achieving well.

Evidence gathered during the inspection indicates that the standards attained by students at the age of 14 are in line with the level expected of students of the same age nationally. The standards attained by

students at the age of 16 are above the level expected of students of the same age nationally. The standards attained by students in Years 12 and 13 are above course expectations.

Standards of literacy and numeracy are in line with the national expectation.

Students of all levels of attainment achieve well at the school when compared with their standards of attainment on entry. Students with special educational needs make good progress.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Students have positive attitudes and most want to learn.
Behaviour, in and out of classrooms	Good. Students behave well in and around the school. The number of exclusions is low for a school of this size.
Personal development and relationships	Very good personal development and there are very good relationships within the school community. There is an absence of oppressive behaviour.
Attendance	Above average and continuing to improve.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching, and of the learning that such teaching promotes, is satisfactory in Years 7 to 9 and good in Years 10 and 11 and Years 12 and 13. The overall quality of teaching in the school is good and promotes good learning. Teaching was at least satisfactory in 95 per cent of lessons and very good or better in 37 per cent. Unsatisfactory teaching was observed in 5 per cent of lessons. The quality of teaching and the learning that it promotes is a significant strength of the school and leads to students achieving well.

The teaching in Years 10 to 13 is better than in Years 7 to 9; there is a much higher proportion of teaching that is good or better in Years 10 to 13.

The quality of teaching is good in English, mathematics and science. Across the school, the main strengths in the teaching are the teachers' knowledge of their subject. The skills of literacy and numeracy are taught well; very good attention is paid to developing literacy skills in Years 7 to 9. The expectations that teachers have of the students are high. Students respond accordingly and most work hard and want to learn. Teaching methods are generally good. Teachers use an effective combination of explanation, discussion, and individual work that maintains the interest and motivation of students. The management of students does vary; it is normally very good but occasionally a few teachers do not manage younger students well enough. This variation in management accounts for the difference in the quality of teaching between different year groups. Teachers have very good relationships with students and there is a good deal of trust between teachers and students. Most teachers are competent and at best are skilled in meeting the learning requirements of students with special educational needs, especially in terms of supporting the development of literacy skills and managing emotional and behavioural problems. Any potential difficulties posed by the content of lessons and learning materials are well anticipated and addressed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good, relevant and broad curriculum. There is a very good literacy strategy in Years 7 to 9. In Years 10 and 11 students do not have their full National Curriculum entitlement for ICT.
Provision for students with special educational needs	Very good. The needs of students are well catered for through the curriculum and the good teaching.
Provision for students with English as an additional language	There is good provision for students. All are fluent in English.
Provision for students' personal, including spiritual, moral, social and cultural development	Good. The provision for students' moral and social development is very good and is having a particularly significant impact on students' personal development. The provision for their spiritual and cultural development is good.
How well the school cares for its students	Standards of care are good. This is a caring school where staff know the students well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher and the senior team are excellent. The quality of middle management is good.
How well the governors fulfil their responsibilities	Good; the governors have a good knowledge and understanding of the work of the school, although they do not meet all of their statutory duties.
The school's evaluation of its performance	Satisfactory. There is good evaluation of the school's performance, but the use made of assessment data by some faculty co-ordinators needs to be improved.
The strategic use of resources	Very good. Resources are very carefully deployed. The school applies the principles of best value extremely well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching is good. • The standards that students attain and the progress that they make. • The school is well led and managed. • Students have positive attitudes. 	<ul style="list-style-type: none"> • The school setting a more appropriate amount of work to be done at home. • The school working more closely with parents. • The behaviour of students.

The inspection team agrees with parents' positive views. The standards that students attain at GCSE level are above the national average and students achieve well at the school. Students have good attitudes. The quality of management is very good overall.

The inspection team found that the school does set a good deal of appropriate homework, which helps to improve standards. The school does work closely with parents; it is approachable and welcoming. Students behave well in and around the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good teaching in Years 10 to 13 has a positive impact on students' learning.

1. In lessons, there is a disciplined atmosphere in which the very good relationships between teachers and students lead to a purposeful learning environment. Students respond by working hard and concentrating completely on their tasks. In Years 12 and 13, students take appropriate notes of pertinent points without prompting from their teachers.
2. The good management of students and the varied teaching methods adopted engage students' interest, and help them to work productively. In a Year 11 design and technology class, the excellent subject knowledge of the teacher and a lively exposition ensured that students responded well and worked at an excellent pace. Very good control of the class, using a wide range of interesting and challenging topics related to advertising leaflets for clubs and other activities, ensured that all students concentrated fully. The good feedback during lessons that teachers provide for students is a feature of the work of the school and, as a result, students are fully aware of how well they are achieving.
3. One of the most significant strengths of the teaching is the high expectation that the teachers have of their students. In a Year 11 physical education class, for example, the skilled use of questioning probed students' understanding and the teacher did not accept superficial answers or comments. Students were confident enough to question the teacher about the detail of her description and the teacher again demonstrated excellent subject knowledge by moving effortlessly through a demonstration of both resistance and cardio-vascular fitness equipment.
4. Many teachers provide clear explanations of new ideas. This was seen to very good effect in a Year 10 geography class focusing on the siting of a new factory. Skilled use was made of students' previous experiences. Very good use was made of the students themselves in a carefully structured lesson that included a wide variety of interesting tasks. In a Year 12 history class, students were encouraged to achieve well during a seminar. Students listened intently and responded with well argued points.

Most students achieve well at the school; boys' GCSE results in particular are well above the national average.

5. Students enter the school with broadly average levels of attainment. By the end of Year 11 the average GCSE points score per student is above the national average and students achieve well in Years 10 and 11. The trend in the school's average GCSE points score was above the national trend. Boys in particular achieve very well and in 2000 the average GCSE points score for boys was well above the national average.
6. Students achieve well in Years 10 and 11 because of the good quality of teaching they receive and the real focus on the individual student. In many subjects, data from assessment is used effectively to set targets for individual students. Students know how well they are performing and are given very good advice on how to improve their work. Teachers have very good knowledge and understanding of the requirements of examination courses and focus their work accordingly.
7. The standards attained by the boys have improved rapidly since the previous inspection report. The school realised that boys were not achieving as well as the girls, and instigated training for teachers on meeting the needs of boys. The curriculum has been modified to meet more effectively the needs of the boys with the introduction of the more modular approach of GNVQ. The school has raised the standards that boys attain to the extent that boys are now attaining standards well above the national average. Many subjects use a very structured approach to coursework with strict deadlines for the handing in of work. Other strategies have included: introducing literature that boys find more interesting; identifying syllabus content that boys find more engaging, such as weaponry in history

and using activities where there are finite answers. Overall, however, the most important aspect is the school's focus on creating a culture of success for boys and girls.

Students have good attitudes to their work and their personal development is very good.

8. Many students have enquiring minds and seek to improve their standard of work. In many of the lessons observed, students' attitudes were very positive, particularly in Years 10 to 13. They want to learn and enter into partnership with their teachers to do so. They listen to their teachers and to each other responsibly and maturely in most lessons. They contribute well, and show respect for the views and beliefs of others in discussions.
9. Students behave well in lessons and around the school. They respect the rules, and show a high level of responsibility. Students in Years 12 to 13 act most responsibly. They follow the rules concerning use of time for private study, and they do not waste their time. They have a strong sense of purpose and want to achieve high standards.
10. The personal development of students is very good. They form very constructive relationships with one another and with teachers and other adults in the school. Students from different ethnic backgrounds are extremely well integrated into the life of the school. All students work well together in lessons. Around the school they are sensible in the way that they behave and respond to each other. Students develop well as independent learners. Students were often seen working independently of the teacher on research topics, individual study and private reading. For example, younger students were observed on numerous occasions using the excellent library facilities for quiet reading.
11. The level of attendance is above average when compared to the national average because students enjoy attending the school.

Leadership is very effective. The resulting clear vision and direction leads to trust and to very good teamwork in almost all aspects of the life of the school.

12. The overall quality of leadership and management of the school is very good. The leadership provided by the headteacher and senior staff team is excellent. They are supported well by subject coordinators and senior tutors in ensuring students achieve well. The success of the school owes much to the headteacher's drive and resolve that there must be no complacency over the standards achieved. He, the senior staff team and subject co-ordinators aim for high standards of teaching and high standards of work and behaviour from students. These are accomplished well.
13. The split-site nature of the school requires skilful management and a good deal of trust is placed in the management of the two sites. Both sites are managed very well by the two deputy headteachers ably supported by other members of the senior management team. The ethos of the two sites is different but the two different learning environments complement each other. The lower school places much emphasis on developing relationships, personal responsibility and providing a good foundation for students prior to their move to the upper school site. The upper school is far more focused on developing the work ethic of students, and students respond accordingly to this challenge.
14. Governors share the headteacher's determination to ensure that all students achieve well. They work hard on the school's behalf, particularly through their committees, and use their professional experience from outside education freely in its interest.
15. School development planning is good; it sets a challenging agenda for improvement. Evaluation of the quality of what is achieved is rigorous, and guides the subsequent choice of priorities.
16. Leadership and management make very effective use of the funding available. Governors, headteacher and senior staff apply the principles of best value very well in their use of funding available to the school. Spending is linked to the school's priorities stated in the school development plan. The school makes comparison of its achievements against those of all schools, and of other schools within the local authority. It closely considers its social context against other schools,

analysing what further improvement should be achieved. It provides a very good range of extra-curricular activities to extend the range of worthwhile experiences available, so as to support students' further development in learning. Management consults parents and others over the changes it plans, and consultation with staff is thorough.

17. Subject leadership is effective in most subjects. In particular, the good leadership and management of the mathematics department since the previous report has led to significant improvements in the standards attained. At the time of the previous inspection, standards in GCSE mathematics were below the national average; they are now well above the national average.

There is a good curriculum in place. It meets the needs of students of all levels of attainment and promotes students' personal development very well.

18. There are good opportunities provided for students to develop their skills and attributes over a wide range of activities. These opportunities exist because very good planning takes place to meet the different needs of the students in the school.
19. Within the curriculum the particular needs of students are met in a planned and purposeful manner. For example, a significant number of students in Years 10 and 11 follows a more vocationally based curriculum. Some of these students are low attainers and/or disaffected and now have the opportunity of a curriculum that gives them a greater chance of success and with this the motivation to succeed. The broad curriculum for students in Years 12 and 13 is another strength of the school. Its continued development meets the needs of students of all levels of attainment, including students with special educational needs.
20. In Years 7 to 9, a very good whole-school literacy programme has been introduced. In many subjects there is a focus on developing students' technical vocabulary. Many of the classrooms have displays of key words that are relevant to the subject being taught. Teachers insist that students make use of the correct terminology as was seen to good effect in a Year 8 art class when students were discussing their own work in relation to the Cubist style of painting.
21. Gifted and talented students throughout the school are catered for within and beyond the taught curriculum. High academic successes have been achieved by these students as they have responded to good teaching. The sporting programme provides another effective vehicle for students to develop their talents to the full.
22. The school makes good provision for students' personal development. Students respond very well to opportunities to take responsibility, to relate well to each other and they have a good understanding of their own cultural heritage and the cultures of other societies.

Students with special educational needs have full access to the whole range of curriculum opportunities within the school. They are fully involved in all aspects of school life.

23. A strict adherence to the principle of inclusion is a driving force within the school. It is led by the headteacher and strongly supported by the special educational needs co-ordinator and other teachers. Students' progress is systematically assessed through whole school procedures, in addition to the review of statements and individual education plans' (IEP) targets. The work of subject teachers is well supported by the special educational needs co-ordinator through the link group which is representative of all faculties. Students' progress is enhanced by the strong links with parents and external agencies and especially by the speech and language service.
24. The provision for special educational needs is very well led, planned and managed. Its effectiveness is kept under constant review. The governor nominated as having specific responsibility for special educational needs takes an active interest especially in monitoring the quality.
25. The major factor in enhancing students' progress is the very good extent to which they are fully integrated and involved in lessons. In the great majority of lessons their progress and learning is

enhanced by their learning requirements being well known to the teachers and lessons being planned to take account of these. Students are well supported. Teachers have appropriately high expectations of their achievement and support them effectively through individual guidance. Teachers are well aware of targets on IEPs which are up-dated termly and subject teachers make a key contribution to the review of the progress of each student.

26. Most teachers are competent and at best are skilled in meeting the learning requirements of students with special educational needs especially in terms of supporting the development of literacy skills and managing emotional and behavioural problems. Any potential difficulties posed by the content of lessons and learning materials are well anticipated and addressed. Support staff are well briefed about their roles in general, but the extent to which they are involved in planning for their roles in lessons varies and overall is insufficiently well planned.
27. Students with special educational needs have full access to the whole range of curriculum opportunities which are available to all students. The principle of inclusion strongly underpins the school policy for special educational needs and is fully met in practice. The curriculum in Years 10 to 13 is carefully planned to enable students to choose courses which are well matched to their interests and aptitudes.

WHAT COULD BE IMPROVED

Students in Years 10 and 11 do not receive their full entitlement to information and communication technology (ICT)

28. The school has worked hard to develop its ICT facilities since the previous inspection report. Many new facilities have been introduced; the systems are networked and there is a very good range of software applications available. In Years 7 to 9, discrete ICT lessons have been introduced for all students in all years. However, in Years 10 and 11 there are no such courses and students do not have their full National Curriculum entitlement for ICT. Consequently, the standards that students attain in ICT are only broadly at the level expected nationally and not as high as the standards that students attain in most other subjects. Many students do use ICT within other subjects. For example, in design and technology, students make excellent use of presentation graphics software applications to enhance their course work. In GNVQ classes, students make good use of spreadsheet applications to model data and to produce charts and graphs.

The quality of teaching in Years 7 to 9, although satisfactory overall, is not as good as it is in Years 10 to 13.

29. The quality of teaching does vary between the different year groups. The quality of teaching is good in Years 10 and 11 and in Years 12 and 13; it is satisfactory in Years 7 to 9. In Years 7 to 9, for the most part, the quality of teaching is at least satisfactory and in half the lessons seen it was at least good. However, there are a few occasions when the unsatisfactory management of students by a few teachers leads to unsatisfactory learning. On these occasions, the teaching lacked pace and the work did not challenge students sufficiently. Students became restless and bored and minor disruption to the lesson occurred. For example, in a Year 7 ICT class, there was constant fidgeting by students; they were inattentive and were unclear of what the teacher's expectations were.

There are inconsistencies in the way that some faculty co-ordinators use assessment data to monitor the performance of students.

30. The need to improve the school's procedures for monitoring the work of faculties was a key issue in the previous report. The school has introduced many new systems for ensuring that faculty co-ordinators are accountable for the work of their faculties. The job description for subject co-ordinators is now better defined. However, there are inconsistencies in the way that faculty co-ordinators use data to monitor the performance of students. For example, in mathematics and science, assessment data is used to set targets for students and to monitor the progress of students. In English, however, the wealth of data that is available within the school is not used to set targets and to monitor individual student's performance. Consequently, students' GCSE results in English in 2000 were not as good as those attained in most other subjects in the school. The head of faculty for English is currently taking appropriate action to remedy this situation by introducing specific assessment procedures and software.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the quality of education provided, the governors and the senior management team should:

*Ensure that students in Years 10 and 11 have their full National Curriculum entitlement for ICT (para 28);

Improve the quality of teaching in Years 7 to 9 to the best seen in Years 10 and 11 (para 29);

Ensure there is a consistent approach to the use made of the assessment data that is available to faculty co-ordinators (para 30).

The item marked with an asterisk* is already identified as an area for improvement within the school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and students	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	30	33	25	5	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 students on the school's roll	1373	223
Number of full-time students known to be eligible for free school meals	317	N/a

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	42	0
Number of students on the school's special educational needs register	338	4

English as an additional language

	No of students
Number of students with English as an additional language	11

Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	73
Students who left the school other than at the usual time of leaving	112

Attendance

Authorised absence

	%
School data	6.5
National comparative data	7.6

Unauthorised absence

	%
School data	0.5
National comparative data	1.0

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

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered students in final year of Key Stage 3 for the latest reporting year	2000	115	118	233

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	59	83	74
	Girls	78	83	67
	Total	137	166	141
Percentage of students at NC level 5 or above	School	59(78)	71(68)	61(59)
	National	63(63)	65(62)	59(55)
Percentage of students at NC level 6 or above	School	26(30)	37(39)	30(20)
	National	28(28)	42(38)	30(23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	60	78	62
	Girls	80	76	61
	Total	140	154	123
Percentage of students at NC level 5 or above	School	60(67)	66(66)	52(57)
	National	64(64)	66(64)	62(60)
Percentage of students at NC level 6 or above	School	22(33)	36(35)	17(19)
	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	127	96	223

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	60	112	120
	Girls	56	89	94
	Total	116	201	214
Percentage of students achieving the standard specified	School	52(44)	90(91)	96(97)
	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 student	School	41(38.4)
	National	38.4(38.0)

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 students who achieved all those they studied	School	N/a
	National	N/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	43	35	78

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	11.3	13.3	12.2 (11.4)	2.0	4.3	3.2(1.0)
National	17.7	18.6	18.2 (17.9)	2.6	2.9	2.7(2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	21	90.5
	National		73.2

Ethnic background of students

	No of students
Black – Caribbean heritage	2
Black – African heritage	10
Black – other	7
Indian	12
Pakistani	8
Bangladeshi	6
Chinese	11
White	1530
Any other minority ethnic group	18

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	34	2
Other minority ethnic groups	1	0

This table gives the number of exclusions, which may be different from the number of students excluded.

Teachers and classes**Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	100.75
Number of students per qualified teacher	15.9

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	32
Total aggregate hours worked per week	800

Deployment of teachers: Y7 – Y13

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

Average teaching group size: Y7– Y11

Key Stage 3	22.5
Key Stage 4	19.1

Financial information

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

	£
Total income	3894524
Total expenditure	3940655
Expenditure per student	2644
Balance brought forward from previous year	307139
Balance carried forward to next year	260999

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1596
Number of questionnaires returned	254

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	51	10	4	2
My child is making good progress in school.	36	54	7	1	3
Behaviour in the school is good.	16	54	20	4	6
My child gets the right amount of work to do at home.	18	52	20	7	3
The teaching is good.	15	68	6	3	8
I am kept well informed about how my child is getting on.	29	46	17	5	3
I would feel comfortable about approaching the school with questions or a problem.	45	42	9	4	1
The school expects my child to work hard and achieve his or her best.	43	51	3	1	2
The school works closely with parents.	20	48	20	6	5
The school is well led and managed.	28	53	5	3	11
The school is helping my child become mature and responsible.	24	56	9	3	8
The school provides an interesting range of activities outside lessons.	21	51	10	3	15