

INSPECTION REPORT

WALDEGRAVE SCHOOL FOR GIRLS

Twickenham TW2 5LH

LEA area: Richmond-upon Thames

Unique reference number: 102928

Headteacher: Ms Heather Flint

Reporting inspector: Jean Head
1604

Dates of inspection: 4 – 6 March 2002

Inspection number: 193011

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Girls
School address:	Fifth Cross Road Twickenham
Postcode:	TW2 5LH
Telephone number:	020 8894 3244
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jeni Fellows
Date of previous inspection:	10 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waldegrave School is a comprehensive school for girls aged 11 to 16, situated in the London Borough of Richmond-upon-Thames. With 1034 pupils on roll, the school is of average size; it has been heavily over-subscribed for several years. The school, which has Beacon School status, takes pupils from over 40 primary schools, about a quarter of which are situated in neighbouring London boroughs. Pupils come from very diverse backgrounds. Rather more than usual are from homes that are socio-economically above average; nevertheless, the proportion of pupils entitled to free school meals is broadly average. Most pupils are from white families, but about a quarter are from a variety of other ethnic backgrounds. The percentage of pupils speaking English as an additional language is high. Currently, there is a small proportion of refugee pupils in the school, most of whom are from Afghanistan. Taken as a whole, pupils' attainment on entry is above average. Although pupils of all levels of prior attainment join the school, the proportion of lower attaining pupils is less than that found in most schools nationally. Attainment on entry overall is well above average for pupils currently in Years 7 and 8. The school has identified around 15 per cent of its pupils as having special educational needs, which is below average. Of these, around two per cent have statements of special educational needs. Needs include specific learning difficulties and emotional and behavioural difficulties. Over 90 per cent of pupils move into further education at age 16.

HOW GOOD THE SCHOOL IS

This is a very good school that provides a high quality education for its pupils. GCSE results are well above average and are higher than would be expected given pupils' attainment on entry. The school has very many strengths and no major areas of weakness. Very good leadership and management, and very good teaching, underpin the school's success. The school receives below average funding in comparison with other London schools; however, it makes very effective use of its financial resources and gives very good value for money.

What the school does well

- Very good teaching captures pupils' interest and motivates them to succeed; consequently, pupils achieve very well and attain academic standards that are well above average.
- Positive attitudes and very good behaviour help pupils to reach high standards both academically and socially.
- Excellent leadership by the headteacher promotes an ethos wherein high standards are expected, achieved and celebrated in all aspects of school life.
- Excellent monitoring and evaluation of its work allows the school to take very effective action to ensure consistent improvement.
- A very good range of provision challenges gifted and talented pupils and supports those with behavioural difficulties and those with learning needs.

What could be improved

- The school is working to improve further: its provision for careers education; the use of information and communication technology (ICT) across the curriculum; and the provision it makes to secure GCSE accreditation for all pupils.

These minor 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 very good progress since its last inspection in 1997, when it was already judged to be a school with many strengths. Since then, standards have risen significantly, reflecting a similar upward trend in the quality of teaching. Improvements in teaching have been achieved by regular classroom observation and the sharing of good practice through discussion and staff training. Rising standards also reflect the school's success in addressing the key issues identified in the last report. Excellent progress has been made in relation to improving provision for pupils with special educational needs. Indeed, the provision made by the department for individual learning is now a strength of the

school, as it caters very well for pupils' diverse learning needs across the attainment range. Very good progress has also been made in securing the effective monitoring of pupils' attainment and progress by both academic and pastoral staff. The school has a long history of collecting base-line data; it now makes very good use of this, and other on-going assessment information, to raise standards. The school is working to improve the quality of targets set by teachers and tutors for individual pupils. At present, practice is inconsistent; some targets are not specific enough for pupils to know how to improve their work. Some improvements have been made regarding the use of tutor time in that there is now a planned tutorial programme. However, as yet, tutor periods still do not constitute an effective use of time. All health and safety issues identified in the last report have been addressed. The school's work in gaining national accreditation for its staff development programme gave impetus to its improvement; there were no barriers to development other than the restriction of below-average funding.

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			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	A	A	A	A*

Key

highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Similar schools: those with broadly the same proportion of pupils entitled to free school meals.

In the 2001 national tests at the end of Year 9, results in English, mathematics and science were well above average in comparison with all schools nationally. In each of these subjects, overall performance placed the school in the top five per cent of similar schools nationally. This represents very good achievement. The school's average points score across all three core subjects has shown an upward trend in recent years, the rate of improvement is better than that occurring nationally.

Results in the 2001 GCSE examinations were also well above the national average for all schools and very high (in the top five per cent) in relation to schools with similar intake. Just over three quarters of pupils attained at least five A* to C grades. Almost all gained at least five A* to G grades, including grades in English, mathematics and science. The proportion of pupils gaining A* and A grades was just over double the national figure. Results were significantly above average in English, mathematics and science, and in most other subjects. Again, in recent years, the trend of improvement in overall results has been above the national trend. From 1999 to 2001, results have been much better than might be expected, given pupils' attainment on entry. National statistical data, used to determine relative overall achievement within GCSE subjects, shows that during this time, pupils did better in German than in their other GCSE subjects. Performance in English language, though well above average, was not quite as strong as that in most other subjects. Overall, pupils have achieved very well.

Standards of work seen during the inspection reflect the school's test and examination results. Standards are well above average in both Year 9 and Year 11 in English, mathematics and science and across a range of other subjects. Standards of literacy and numeracy are similarly high. Pupils learn very well in lessons due to very effective teaching and their own positive attitudes. Curricular provision meets their needs well. Thus, by Year 9 and by Year 11, pupils' achievements are very good. The school exceeded its GCSE targets in 2001; targets for 2002 are slightly lower, but still represent appropriate challenge for the pupils concerned.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like their school and are keen to do well.
Behaviour, in and out of classrooms	Very good. Behaviour is predominantly very good both in lessons and around the school. Pupils are polite and courteous to visitors.
Personal development and relationships	Very good. Pupils of very different social and ethnic background work together happily and well; relationships with staff are very good.
Attendance	Very good. The attendance rate is well above average.

Pupils are prepared to work hard and to give of their best. They enjoy the majority of their lessons and demonstrate a genuine respect and liking for each other, for their teachers and for their school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning are very good. Pupils respond very well to teachers' high expectations of them and, in turn, expect a lot of themselves. Very good levels of interest and concentration, and a willingness to work, were features of pupils' learning in almost all observations. Teaching was good or very good in almost nine out of every ten observations; no unsatisfactory lessons were seen. Teachers have very good subject knowledge and expertise; they plan their lessons very well and use a variety of interesting activities to motivate pupils and to capture their interest. Teachers manage pupils effectively; relationships are very good. Most use questions skilfully to challenge pupils to think for themselves and to promote purposeful discussion. In general, teachers adapt tasks very well to meet pupils' differing learning needs; occasionally, the work set does not meet the needs of all pupils in a class equally well. Teaching is strong across all subjects, including English, mathematics and science. There are no generic weaknesses. In lessons that were satisfactory, rather than good or better, teaching did not motivate pupils as well as is usual; hence, the pace of learning was adequate rather than good. Literacy skills are taught well; the school's literacy policy underpins practice across departments. Numeracy skills are taught well by the mathematics department and are developed effectively in many other subjects. A whole school approach is being developed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school's basic curriculum is very well planned; it is enhanced by a broad range of other learning opportunities.
Provision for pupils with special educational needs	Very good. Provision is particularly strong in Years 7 to 9, where an excellent range of support activities are provided.
Provision for pupils with English as an additional language	Good. The school meets the needs of such pupils appropriately, in line with the good practice it has for all pupils. Teachers give sensitive support to pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is satisfactory; that for their moral and cultural development is good. Provision for pupils' social development is very good; the school provides many opportunities for pupils to take responsibility.

How well the school cares for its pupils	Very good. This is a caring and happy school; pupils' welfare and academic progress are monitored and supported effectively.
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The curriculum meets all statutory requirements. The school is seeking to improve the provision it makes for the very few pupils who, for various reasons, are not in school by Year 11 to take their GCSE examinations. It is also aware that whilst provision for work experience is well established and successful, the teaching of careers education needs greater coherence and co-ordination.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent leadership; she ensures that the school does not 'rest upon its laurels'. Her skills are complemented by a very effective team of senior managers.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and well informed. The governing body has appropriate and active committees to aid its work.
The school's evaluation of its performance	Excellent. Monitoring procedures are well established and the school evaluates many aspects of its work regularly. More importantly, it subsequently takes very effective action to secure improvements.
The strategic use of resources	Very good. The school makes skilful use of its funding to extend its work, influenced by the principles of best value.

The strength of leadership is reflected in the way in which pupils' efforts are recognised and celebrated throughout the school, promoting an ethos wherein everyone wants to do well. Governors are aware that statutory requirements for a daily act of collective worship remain unmet. The school is soon to improve its resources for ICT, giving all departments appropriate opportunities to use ICT to enhance pupils' learning.

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 daughters are expected to work hard and to achieve of their best. As a result, their daughters make good progress. The school is well led and managed. The teaching is good. 	<ul style="list-style-type: none"> The range of activities provided outside of lessons. The amount of homework that is set. The closeness with which the school works with parents.

Parents think highly of the school. Responses to the parents' questionnaire, and those of parents at the parents' meeting, were overwhelmingly positive. The inspection team agrees with parents' positive views. Pupils are expected to work hard and to give of their best. Most do this willingly; pupils' positive attitudes, underpinned by very good teaching and leadership, are the main reasons behind pupils' very good achievements. Parents concerns are few. Inspectors found that the school makes every effort to work closely with parents. It provides parents with good quality information about their daughters' progress and about many other aspects of school life. Inspectors found that the amount of homework that is set is appropriate; in general, it is neither too much nor too little. Guidance is given on the time that pupils in each year group should spend on homework tasks. The school provides an appropriate range of extra curricular activities; it has already taken on board the fact that parents would appreciate further information on this aspect of the school's provision.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching captures pupils' interest and motivates them to succeed; consequently, pupils achieve very well and attain academic standards that are well above average.

1. Teaching is very good. Teaching was good or better in nearly nine out of every ten sessions observed; it was very good in almost one half of observations. This represents a significant improvement in the quality of teaching since the last inspection, when around one half of lessons were judged to be good or very good. No unsatisfactory lessons were observed; similarly, no excellent teaching was seen, but this was quite likely due in part to the fact that most observations were for half lessons only. Good and very good teaching was seen in all subjects, including English, mathematics and science. This high quality teaching promotes very good learning and, ultimately, very good achievement by higher, middle and lower attaining pupils in both their end of Year 9 national tests and in their GCSE examinations. In both instances, the standards attained by pupils have been well above average for several years; the school's performance has placed it in the top five per cent of similar schools nationally.
2. The school seeks to employ teachers who are well qualified in their specialist subject. Teachers' subject expertise is a real strength and underpins many of the features that make the teaching in this school so effective. Many teachers evidently enjoy teaching their subject; as a result, most pupils enjoy learning. Teachers use their subject knowledge very skilfully to plan and teach their lessons. They expect a lot from pupils and use their knowledge very effectively, not just to impart information, but also to challenge and extend pupils' thinking. Teachers have the confidence to use different strategies in their teaching, well suited to pupils' learning needs. These factors lead to consistently good teaching across subjects and set the climate for a fast pace of learning. Pupils gain new knowledge and understanding at a faster pace than is usually seen.
3. Most lessons are very well planned and structured, with a clear sense of purpose. Pupils start the lesson by knowing what they are going to be learning and why. Their interest is captured immediately. For example, Year 7 and Year 11 pupils were well motivated right from the start of their resistant materials lessons because they knew exactly what was expected of them. Most teachers keep up the momentum of learning by using a variety of teaching strategies and activities. Often, they provide a series of short focused tasks with clear time limits, so that there is no opportunity for pupils' attention to flag. In general, learning is summarised well at the end of lessons, so that pupils are clear what they have learned and what they will do next. For example, a Year 7 ICT lesson was concluded very effectively to ensure that pupils had understood all the processes needed in using a database for research.
4. Usually, there seems to be little obvious management of pupils; attitudes are positive and there are very good relationships between pupils and teachers, based on respect and trust. This seemingly effortless discipline masks teachers' skills in behaviour management. In lessons that were satisfactory rather than good, teachers were not able to motivate pupils and command their attention as easily as usual. In these circumstances, a few pupils were quick to chatter amongst themselves; their levels of concentration and effort were lower than normal. As a result, the pace of learning was adequate rather than good.
5. Teachers expect a great deal from their pupils and will not accept second best. These high expectations are complemented by the effective use of praise, which successfully builds pupils' own confidence and self-esteem. As a result, pupils expect a lot of themselves. An atmosphere of 'wanting to do well' is evident in almost all lessons. Teachers' high expectations, obvious from the start, are maintained as the lesson continues. Many teachers use probing and searching questions very effectively to challenge pupils to think ideas through for themselves and to promote purposeful discussion. For example, in a Year 9 science lesson, lower attaining pupils were made to consider carefully whether breaking and frying an egg is a physical or a chemical change or both. Teachers expect pupils to explain their ideas and findings clearly, using

appropriate vocabulary. In turn, pupils are willing to put forward their own ideas, confident that both teacher and fellow pupils will be supportive. For example, Year 9 pupils studying Impressionist style painting discussed the collage faces they had produced for homework with due regard for appropriate language. Such practice in forming clear explanations is reflected in pupils' written work; it provides the necessary experience for producing detailed written answers in exams. For example, other Year 9 pupils were encouraged to elaborate and develop their oral responses whilst preparing for their end of year written tests in English.

6. Most teachers pay very good attention to providing materials and tasks for pupils at different levels of attainment, helping all to achieve well. For example, in a Year 10 music lesson, work was planned for both the higher and the lower attainers in the class. Nevertheless, expectations for all were high, allowing each pupil to achieve appropriately high standards in composition for their GCSE coursework. Some work is pitched at a very high level. For example, in mathematics, higher attainers are already tackling some AS level work successfully. Similar examples of work being set to accommodate pupils' differing needs occur in most subjects, but there are occasions where provision does not meet all pupils' needs equally well. For example, work in some mixed attainment classes in English was pitched to accommodate the higher attainers; the pace and content of learning did not always serve the needs of middle and lower attainers equally well. Conversely, in some science lessons, very high attainers were under challenged by the work set.

Positive attitudes and very good behaviour help pupils to reach high standards both academically and socially.

7. Pupils have positive attitudes to their school and to their work. They take a pride in what they do, as evidenced by the high standards of presentation of their written work. Pupils like their school and are keen to do well. Most have a mature approach to their work; they listen well to their teachers and to each other, because they are interested in learning more about a particular topic. Pupils work together well as, for example, in a Year 7 science lesson, where pupils worked in pairs to examine leaf litter. Conversely, pupils are well able to work independently; they take notes efficiently, undertake research and draw conclusions from their findings.
8. Behaviour is predominantly very good. In lessons, pupils behave very well. During the inspection, pupils listened attentively to what they had to do and started work without a fuss. They were polite and respectful to their teachers and to visitors and considerate of their peers. For example, in most lessons, teachers could give additional help to individuals, without having to ensure that the rest of the class was still working. In the last inspection, behaviour in corridors was found to be less secure than that in classrooms. Whilst the narrow corridors make movement around the school difficult and noisy, pupils were seen to be orderly and considerate of each other at all times. Similarly, although younger pupils reported some instances of 'queue jumping' by older girls at lunch time, no such incidents were observed. Overall, behaviour at breaks and lunchtimes was also very good. The school excluded two pupils permanently last year – this is broadly average for a school of this size. Fixed-term exclusions were slightly higher than the average. All exclusions are monitored and recorded carefully to ensure that they are in accordance with the school's behaviour policy.
9. Pupils' attitudes and behaviour enable them to make the most of the very good teaching they receive and to achieve very well academically. However, pupils attain equally high standards socially; the vast majority leaves school as responsible and considerate young women. Pupils are given many opportunities to take responsibility; for example, as form captains, prefects and members of the school council. Expectations associated with posts of responsibility are made very clear. Pupils respond willingly and accordingly and take their responsibilities very seriously. For example, some pupils put considerable time and effort into their work as peer mediators over a considerable period of time. Others show similar commitment in paired reading and numeracy work with younger pupils. Pupils organise and participate in charity work; many take part in annual drama productions. Parents spoke very highly indeed of pupils' social confidence during the recent production of Titanic.

Excellent leadership by the headteacher promotes an ethos wherein high standards are expected, achieved and celebrated, in all aspects of school life.

10. The school has a clear commonality of purpose that is shared by managers, governors, staff and pupils alike; this is a school where everyone wants to do well and where everyone is keen to celebrate each others' successes. This ethos stems from the excellent leadership provided by the headteacher; she is extremely proud of the school's achievements and instils in pupils and teachers a similar sense of pride in their personal achievements. For example, the joy and excitement resulting from the high standards achieved in the 2001 GCSE examinations is captured vividly in a display of photographs taken when pupils collected their results. Similarly, the high standards achieved by Year 10 pupils whilst on work experience are celebrated through photographs of each girl in her work experience placement. The headteacher leads in a very open and consultative way; her knowledge of the school's strengths and weaknesses is accurate and up-to date, based upon regular monitoring and evaluation. She expects a lot from staff; but gives a great deal in return. Teachers know that their performance will be monitored and evaluated. They also know that they will receive constructive feedback and support, which will help the school to move further forward.
11. The headteacher is supported by a strong and very effective senior management team, whose joint expertise and skills add up to a considerable force for good in the school. There is a considerable level of delegation to senior managers, using their differing skills effectively. Senior and middle managers share the headteacher's determination to improve; collectively, they carry out their roles very well. For example, standards of curricular planning and review are very good, as is the use of assessment data by senior managers to raise standards. The headteacher and other senior managers have developed a strong line management structure to bring a unified and coherent approach to the school's work. Regular meetings, and good communication with staff, governors and parents, help to establish a clear sense of purpose wherein good practice is recognised and shared.
12. The school's management has ensured that teachers' work is recognised and celebrated through national awards. For example, the school has been awarded Artsmark silver and Sportsmark awards for its curricular provision; it has also gained a nationally recognised award for the continuing professional development of its staff. More importantly, the school is keen to share its success and expertise with other schools. To this end, its Beacon School status has been recently renewed.

Excellent monitoring and evaluation of its work allows the school to take very effective action to ensure consistent improvement.

13. One feature that stands out in the leadership of the school is a complete lack of complacency. The headteacher is determined that this already successful and oversubscribed school shall not 'rest upon its laurels'. She strives to improve already high standards, and inspires others to do so, not just by creating the necessary ethos but, also, by ensuring that the school is very well managed. An excellent programme of monitoring and evaluation is well established. Most crucially, this process is followed up by clearly agreed action, which in turn is evaluated for its effectiveness.
14. There are many examples of this approach in action. For example, each year there are subject reviews where heads of department are required to analyse their results in considerable detail. As a result, each department has clear targets for improvement; effective support is given by the head and by line managers to help departments meet their targets. The school also monitors and evaluates its teaching very effectively through regular classroom observation. Good practice is shared through regular discussion at departmental meetings and through staff training days; it is usefully summarised for staff in a paper identifying 'what makes a good lesson at Waldegrave School'. Similarly, a whole range of reviews and surveys are used to ascertain pupils', parents' and teachers' views on a variety of school practices. In all cases, responses are analysed, discussed and acted upon as appropriate.

15. This very thorough monitoring and evaluation informs the annual school development plan which, in turn, is evaluated to ensure that it is indeed a vehicle for improvement. Plans are appropriately detailed; priorities are entirely appropriate. The school has not formulated any longer-term strategic plans for several years, since there is little room for manoeuvre within its budget. The school is aware that an overview of its future development would provide further impetus for improvement. However, this detail does not detract from its overall effectiveness. The purposeful and productive life of the school is attributable to the very good overall leadership and management of the school. That the school achieves its well above average standards with below-average funding is a testament to the high quality of its financial management. Prudent management has allowed the school to accumulate sufficient surplus so that it can upgrade its ICT provision. The school provides very good value for money.

A very good range of provision challenges gifted and talented pupils and supports those with behavioural, social and learning needs.

16. Very good procedures are used to identify and to cater for pupils' individual needs and talents. The school values each pupil as an individual and does its best, particularly in Years 7 to 9, to provide different types of activities and courses to challenge and support pupils at all levels of attainment and with very diverse needs. For example, very good opportunities are provided to ensure that the highest attaining pupils are challenged not just in lessons, but also in other ways. Events such as bridge competitions, public speaking events, science visits, business mentorship and work shadowing are just some of the learning opportunities provided for such pupils. Higher attainers in Years 8 and 9 participate in a critical thinking course that helps them to extend their understanding of, and their approach to, learning.
17. Pupils who experience difficulties with learning for social, behavioural or low attainment reasons also receive well-focused support. They are either supported very well in lessons or have slots of allocated time to work in small groups, where their needs are addressed very effectively. Both support programmes are very successful in building self-confidence and in providing these pupils with the skills that they need in order to take part successfully in lessons along with their peers. For example, in Year 7 small groups work together to improve spelling, writing and reading skills. Sometimes, older, higher attaining pupils work with younger, lower attaining pupils in activities such as paired reading and paired numeracy. This works very well; the older girls undertake their roles most seriously and provide invaluable help to the younger pupils.
18. The individual learning support department is led very well. Excellent progress has been made since the last report, when the support provided for pupils with special educational needs was identified as a key issue for development. Currently, very good management and staff expertise, and the skilful deployment of teachers and assistants, maximises pupils' learning very well indeed. Each year group is managed by a dedicated teacher and support assistant, under the management of the co-ordinator of individual learning. This arrangement ensures that pupils receive a lot of personal attention and that their progress and future needs are both well known. Well-written individual education plans are shared with class teachers, who use them in their planning of work. Each plan specifies the support given, as well as targets and the next steps for improvement. Record keeping in the department is meticulous and helps to ensure that pupils are receiving the support to which they are entitled.
19. The suite of rooms used for individual learning comprises the learning resource centre, the learning support teaching room and office and the careers library and interview rooms. All are bright, stimulating and attractive; pupils of all levels of attainment use the resources therein to help their learning.

WHAT COULD BE IMPROVED

The school is working to improve further: its provision for careers education; the use of ICT across the curriculum; and the provision it makes to secure GCSE accreditation for all pupils.

20. The school has been unable to recruit a person to co-ordinate provision for careers education and guidance within the school. It has responded to this situation pragmatically, but is aware that further development is needed. Year 10 pupils have appropriate experience of the world of work through a well-planned and co-ordinated work experience programme. Teachers and external advisers give pupils effective support and guidance at appropriate times in their school life. Pupils also have access to appropriate careers information in the learning resources centre and receive some careers education through their tutorial and their personal, social and health education programmes. However, at present, there is no clear co-ordination of the programme of courses and activities designed specifically to prepare pupils for working life.
21. The school has made very effective use of limited ICT resources to develop pupils' ICT skills and to enhance their learning. Very shortly, ICT resources will be improved significantly, bringing the number of computers into line with national figures. Some subjects, such as science, art, design and technology, history and music already have good access to ICT and make effective use of such resources to enhance pupils' learning. Whilst most other subjects have plans to utilise ICT, the school is aware that it needs to provide further support to ensure that plans are implemented and, where appropriate, that pupils' ICT skills are assessed effectively across the curriculum.
22. In 2001, the school entered almost 98 per cent of its pupils for GCSE examinations; all those entered achieved five or more A* to G grades. However, the remaining pupils attained no GCSE accreditation, because they were non-attenders. Whereas the school's results in general are well above average, the proportion of pupils leaving the school with no accreditation is only average. The school is trying to improve its performance in this respect. In the short term, it has made the best possible provision for a small number of pupils in Year 11 who require additional support to help them remain in education, through alternative education set up in co-operation with the Borough. Longer term, the school has introduced preventative measures; by working with pupils with social difficulties in Years 7 to 9, the school hopes to reduce yet further the number of non-attenders in later years. It is also considering if the introduction of vocational GCSE courses would suit these, and some other pupils' needs better than current provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major areas of weakness for the school to address. To raise further the standards of work and the quality of education provided, governors, senior managers and other staff should sustain their efforts to:

- improve provision for careers education (paragraph 20);
- develop the effective use and assessment of ICT in all subjects to enhance pupils' learning (paragraph 21);
- improve provision for the very small proportion of pupils who achieve no GCSE accreditation (paragraph 22).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	26	20	8	0	0	0
Percentage	0	48	37	15	0	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 percentage point.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1034
Number of full-time pupils known to be eligible for free school meals	132

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	22
Number of pupils on the school's special educational needs register	176

English as an additional language	No of pupils
Number of pupils with English as an additional language	214

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.8

National comparative data	8.1
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National comparative data	1.1
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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	209	209

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	0	0	0
	Girls	183	168	175
	Total	183	168	175
Percentage of pupils at NC level 5 or above	School	88 (94)	81 (77)	84 (77)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	57 (58)	60 (55)	56 (48)
	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	167	172	160
	Total	167	172	160
Percentage of pupils at NC level 5 or above	School	81 (81)	83 (78)	78 (64)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	41 (42)	64 (53)	54 (39)
	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	212	212

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	160	207	207
	Total	160	207	207
Percentage of pupils achieving the standard specified	School	75 (69)	98 (95)	98 (98)
	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	51.1
	National	39.0

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 pupils who achieved all those they studied	School	0	n/a
	National		

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	8
Black – other	18
Indian	58
Pakistani	26
Bangladeshi	25
Chinese	11
White	784
Any other minority ethnic group	93

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	1	0
Black – other	4	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	38	2
Other minority ethnic groups	6	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	62.28
Number of pupils per qualified teacher	17.8:1

Education support staff: Y7 – Y11

Total number of education support staff	14
Total aggregate hours worked per week	305

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	74
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Average teaching group size: Y7 – Y11

Key Stage 3	24.9
Key Stage 4	23.1

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	2,880,851
Total expenditure	2,904,209
Expenditure per pupil	2,724
Balance brought forward from previous year	90,371
Balance carried forward to next year	67,013

Recruitment of teachers

Number of teachers who left the school during the last two years	29.73
Number of teachers appointed to the school during the last two years	20.32

Total number of vacant teaching posts (FTE	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

1034

Number of questionnaires returned

206

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	4	3	0
My child is making good progress in school.	58	39	2	0	2
Behaviour in the school is good.	38	54	3	0	5
My child gets the right amount of work to do at home.	35	48	14	1	2
The teaching is good.	46	49	2	0	2
I am kept well informed about how my child is getting on.	44	47	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	5	1	2
The school expects my child to work hard and achieve his or her best.	72	26	1	0	0
The school works closely with parents.	32	54	11	1	2
The school is well led and managed.	56	41	2	0	1
The school is helping my child become mature and responsible.	50	43	3	1	4
The school provides an interesting range of activities outside lessons.	33	45	12	2	8