

INSPECTION REPORT

BROUGHTON HIGH SCHOOL

Preston, Lancashire

LEA area: Lancashire

Unique reference number: 119759

Headteacher: Mr R Davies

Reporting inspector: Mr P O'Neill
3162

Dates of inspection: 30th April – 2nd May 2001

Inspection number: 193065

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 to 16
Gender of pupils:	Mixed
School address:	Woodplumpton Lane Broughton Preston Lancashire
Postcode:	PR3 5JJ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Fawbert
Date of previous inspection:	January 1997

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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	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broughton High School is a comprehensive community school, catering for pupils between the ages of 11 and 16 years. There are 892 pupils on roll, of whom 458 are boys and 434 are girls. The percentage of pupils identified as having special educational needs, at 11.7 per cent, is below the national average. The percentage of pupils with a statement of special educational needs, at 2.7 per cent, is broadly in line with the national average. The proportion of pupils eligible for free school meals, at 4.3 per cent, is below the national average. Five per cent of pupils are of ethnic minority origin and the same proportion speaks English as an additional language. Pupils enter the school with levels of attainment that are slightly above average overall, but represent the full range of attainment. The family circumstances of most pupils are relatively advantaged, socially and economically. This is the school of first choice for most pupils and it is over-subscribed.

HOW GOOD THE SCHOOL IS

Broughton High School, given the high standards achieved in many subjects, the overall good quality of teaching, the good leadership and management and the relatively low cost of educating each pupil, is an effective school, providing good value for money.

What the school does well

- Good standards are achieved in most subjects: standards are particularly good in mathematics, art, design and technology, information and communications technology, modern foreign languages, religious education, drama and General National Vocational Qualifications (GNVQ).
- The pupils are taught well and are generously supported in their work by the commitment and dedication of the teachers.
- A very wide choice of extra-curricular activities enriches the good range of learning opportunities.
- The leadership and management of the school are good.

What could be improved

- Standards in writing are not high enough in some subjects. There is not enough emphasis on the development of speaking and listening across the curriculum.
- Good practice in teaching is not shared sufficiently.
- Accommodation is poor.

The areas for improvement will form the basis of the governors' action plan. The school's strengths far outweigh its few weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection. Standards have improved steadily over the last four years. The school took decisive and effective action in most cases to address the issues raised at the last inspection. The roles of those with management responsibilities are now more clearly defined and understood. Communication within the school is more effective and there is a more consistent implementation of agreed policies. With a growing awareness of the need to establish a senior management team that has the confidence of all staff, much ground has been made over the last few years in developing a shared vision of where the school should direct its energies. Development planning is now clearer and more helpful. The priorities established through planning are closely linked to the budget. At the time of the last inspection there was little sharing of good practice in teaching. Though this occurs now to some extent, there is still not enough exchange of ideas and good practice. Assessment information is now used well to set targets for pupils. The library is much improved and is used well. Religious education is provided as required by the locally agreed syllabus. Though the school has moved further towards meeting the

requirement for the provision of a good quality daily act of collective worship for all pupils, it remains non-compliant.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	C

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

The above table shows that pupils achieve consistently very good overall standards in the GCSE examinations. In 2000, results were well above average in relation to all schools nationally and average in relation to the attainment of schools in similar circumstances. Girls outperformed boys, but to a lesser extent than that found nationally. The improving trend in results is broadly in line with the national trend.

In the 2000 tests for 14 year-olds, pupils achieved well above average standards in English, mathematics and science. In relation to the attainment of similar schools, standards were average in English and science and below average in mathematics. Girls performed better than boys in the three core subjects: the gap is less marked than that found nationally. Standards reached by 14 year-olds have steadily improved, but more slowly than the national rate.

In lessons and in work seen in Years 9 and 11 standards are high overall. Standards are particularly good in mathematics, art, design and technology, information and communications technology, modern foreign languages, religious education and drama. The work completed by pupils pursuing the GNVQ courses shows above average standards, reflecting the good standards achieved in the 2000 assessments.

The school now sets and meets challenging targets for attainment. They have been too low in previous years.

As a result of a high proportion of good and very good teaching, pupils at all levels of attainment make good advances in the development of knowledge, understanding and skill.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils speak very highly of their experience of the school. They respond eagerly to their work and are keen to succeed.
Behaviour, in and out of classrooms	The standard of the pupils' behaviour in lessons and in the playground is good. Permanent exclusions are rare, whilst fixed period exclusions are high but are being rapidly reduced as a result of a very good programme of pastoral support
Personal development and relationships	Pupils relate very well to one another and to their teachers, who in turn have a well-grounded trust that the pupils will act responsibly. There is a strong emphasis on encouraging pupils to take responsibility for their own learning.
Attendance	The pupils come to school on time. Their attendance is good.

The most striking features of pupils' attitudes are their interest and enthusiasm in lessons, their capacity for sustained attention to their work and their eagerness to work independently in groups. A weakness in some lessons is the pupils' diffidence in responding to questions.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	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.

Of the lessons seen, 32 per cent were very good, 44 per cent good and 20 per cent satisfactory. There was a small measure of excellent teaching and teaching that was unsatisfactory. A striking feature of much teaching is the quality of the teachers' relationships with the pupils, which create a positive and supportive atmosphere in lessons where the pupils thrive, with the consequence that pupils feel at ease with the teachers and feel free to seek help when they need it. A further strength is the clarity and vividness of explanations of key concepts. Teachers work hard to encourage independence in learning. On the rare occasions where teaching is unsatisfactory or just satisfactory, the main weakness is the lack of challenge for the higher-attaining pupils and the unimaginative use of discussions and debate. All subjects are taught well, but there are particular strengths in mathematics, art, design and technology, modern foreign languages, religious education and drama. The teachers are sensitive to the wide range of attainment in their lessons and are usually careful to set work at the right level for all pupils. The teaching of literacy is satisfactory and improving. However, the teaching of writing has been a weakness. Numeracy is generally taught well.

Pupils are good learners. They are quick to improve and refine their work through persistent intellectual effort. They work at a good pace, concentrating and persevering well. They have a good knowledge of how they are progressing in their work and of what they need to do to improve. Pupils with special educational needs often outshine their peers in their eagerness to achieve highly. The few pupils for whom English is an additional language participate in lessons as confidently as other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The pupils experience a wide and relevant curriculum, including a very good choice of extra-curricular activities.
Provision for pupils with special educational needs	These pupils are well provided for by good support in lessons and special help given through withdrawal from lessons.
Provision for pupils with English as an additional language	Pupils who come to the school without fluent English receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' spiritual, moral and cultural development. The provision for their social development is particularly good in that pupils are offered many opportunities to work collaboratively and to meet with many visitors to the school.
How well the school cares for its pupils	The school looks after pupils well and takes great care of their health and safety.

The school works well with parents. Parents who wish to discuss their children's progress are made to feel welcome. The wide range of learning opportunities offered includes additional support given to all pupils during lunchtime and after school. The school does not meet the requirement for the provision of a daily act of collective worship for all pupils. What it does provide, however, is of good quality. The school is careful to give all pupils the support they need to succeed at their work. A real strength of the school is the lengths that teachers are prepared to go to offer that support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Since his arrival, the headteacher has sought diligently to create a cohesive team. He has had considerable success in establishing a team that works together effectively. He provides clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors know the school well. They are steadily building up strong relationships with the headteacher and other senior managers.
The school's evaluation of its performance	The school has identified its strengths and weaknesses clearly and works well in supporting key areas for development.
The strategic use of resources	The school uses its resources well to provide an effective education for its pupils and to ensure good value for money.

The headteacher, supported by his senior colleagues, provides a clear direction to the work of the school and has done much to support teachers in their work. The school has a good number of appropriately qualified and experienced staff to teach the full range of the curriculum. Resources are adequate, but accommodation is poor. The governors are careful to insist that considerations of cost and value are applied to all major items of expenditure.

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 progress made by their children. • The expectation that their children will work hard and do their best. • The range of options available. • The school is easy to approach with questions or concerns. 	<ul style="list-style-type: none"> • The amount and consistency of homework. • The amount of information about their children's progress. • The way the school works with parents to support their children's learning.

Inspection findings support the parents' positive views of the school. Some parents think that there is insufficient homework while others think that pupils are provided with too much homework. The inspection judgement is that homework is well used to support pupils' learning and that the amount is appropriate.

Inspection findings do not support the parents' view that they do not receive enough information about their children's progress. The school meets statutory reporting requirements and the information provided is clear. The inspection does not support the view of some parents that the school does not work well with parents to support their children's learning. Every effort is made to involve parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good standards are achieved in most subjects; standards are particularly good in mathematics, art, design and technology, modern foreign languages, religious education and drama

1. In the 2000 National Curriculum tests for 14 year-olds, in relation to the average points scored by each pupil, results were well above average compared to all schools nationally and average for schools in similar circumstances. Standards have been held back somewhat as a result of unchallenging targets. Current targets for attainment are far more challenging. A well-above average proportion of pupils reached the expected level in mathematics and science whilst the proportion reaching that level in English was above average. The higher Level 6 and above was reached by a well-above average proportion of pupils in English, mathematics and science. Girls outperformed boys, but to a lesser extent than that found nationally. The improving trend in results is broadly in line with the national trend.
2. In lessons and in work seen in Years 9 and 11 standards are high overall. Standards are particularly good in mathematics, art, design and technology, information and communications technology, modern foreign languages, religious education and drama. The work completed by pupils pursuing the GNVQ courses shows above average standards, reflecting the good standards achieved in the 2000 assessments.
3. Standards achieved in the 2000 GCSE examinations in English were broadly in line with the national average. Boys' results exceeded the national average. Results were better in English literature than in English language. In 2000, there was a dip in the standards achieved. This resulted from instability in staffing that affected the overall quality of teaching and the quality of preparation for the examinations. On the evidence of lessons and work inspected, standards in English are starting to improve as a result of careful planning of lessons and the use of more effective systems of assessment and marking. There has been an appropriate emphasis on the development of literacy across the school. The strategy for the improvement of standards of literacy has been well thought out, but not all departments implement it effectively. There is some use of guides to writing which give pupils greater confidence in tackling extended pieces of work, but overall standards in writing are not good enough.
4. In mathematics, results were above average in the 2000 GCSE examinations, with girls achieving slightly better than boys, particularly at the very highest level. This is contrary to the national picture. These good results have been steadily improving. Standards seen in lessons and in work bear witness to a continuing rising trend. Current Year 11 pupils reach standards that are well above average. The highest-attaining pupils are achieving particularly well and the middle sets achieve at above average levels. The high standards in mathematics spring from the quality of the teachers' planning, which match work well to the differing levels of pupils' prior attainment. The average- and lower-attaining groups are given plenty of help to make good progress in the understanding of algebra, showing increasing confidence in tackling mathematical investigations.
5. In science, work based on practical experience and good practice in predicting the outcome of experiments and evaluating results is leading to a steady improvement in standards reached. Pupils at all levels of attainment in Year 11 show a good grasp of basic scientific ideas. This enables them to participate meaningfully in

experimental work. Higher-attaining pupils make rapid advances in the sophistication with which they interpret what they observe. They are at home with concepts such as atomic and molecular structure and how these concepts are invoked in the explanation of the properties of materials.

6. Despite cramped accommodation the standards achieved in art are very high. Very good teaching encourages pupils of all ages to be daring and increasingly independent in using visual language to communicate feelings, ideas and beliefs. The visual and tactile quality of much of the work of even the youngest pupils is of a high quality. Pupils in Year 9 show considerable sophistication in the way they explore different styles and traditions in the development of their work. Much of the work in Year 11 shows a high level of sophistication, for example in the use of light and shade in refining self-portraits.
7. Standards in drama have been going from strength to strength. The pupils in all years respond well to the high expectations set for the quality of their work. Much of the work in Year 9 shows a sophisticated grasp of the key elements in movement, mime and voice involved in embodying ideas dramatically. Pupils move on to their GCSE examinations reaching very high standards through the persistent refinement and evaluation of their work.
8. In design and technology there are particularly good standards in graphics, stemming from dynamic teaching, rooted in a very good knowledge of the pupils and the different barriers to learning they experience. Pupils in Year 11 reach for increasingly high standards in their work as a result of their confidence in handling demanding measurements and design features. They are good at visualising and drawing to scale. In 2000, overall standards in design and technology were well above national averages in the GCSE examinations.
9. In information communications technology, the school has made significant advances since the last inspection. Standards are much higher and are improving at a good rate. This results from the good teaching pupils experience particularly in Year 7 when basic skills are built up progressively. These improvements have strengthened the school's bid for Technology College status.
10. In modern foreign languages, significant strengths in teaching lead to very high standards across the school. The conduct of teaching using the language being taught and the imaginative use of games and other activities lead to very good advances in fluency across the years.
11. The very good standards reached by 14 and 16 years-olds in religious education result from the teachers' excellent knowledge of what they teach. The pupils are quick to learn the key practices and beliefs in the principal world religions. They use the appropriate language when explaining rituals and beliefs.
12. The school now sets and meets challenging targets for attainment. The targets set in previous years were too low. As a result of a high proportion of good and very good teaching, pupils at all levels of attainment make good advances in the development of knowledge, understanding and skills. The pupils with special educational needs show increasing confidence in their work as a result of the good support they receive. The few pupils for whom English is an additional language in their homes are sufficiently fluent to participate in lessons to the full extent of their competence and make good advances with their work. The school has begun to identify pupils with particular talents and gifts: it meets their needs well and they, in turn, make good progress in relation to their already high levels of attainment.

The pupils are taught well and are generously supported in their work through the commitment and dedication of the teachers

13. Of the lessons seen, 32 per cent were very good, 44 per cent good and 20 per cent satisfactory. There was small measure of excellent teaching and teaching that was unsatisfactory. A striking feature of much teaching is the quality of the teachers' relationships with the pupils. This creates a positive and supportive atmosphere in lessons where the pupils feel confident in asking questions and in seeking help when they experience difficulties. The quality of the teachers' interventions matches the high expectations of the support they receive. This was clearly the case in a graphics lessons in Year 11 when a pupil, struggling with drawing a parabola, went on to work with increased confidence in using demanding computer applications as the result of encouragement and support given by the teacher. The clarity and vividness of explanations of key concepts strengthen the teaching of many mathematics and science lessons. The effort made by many teachers to encourage independence in learning is particularly evident in art. This was a striking characteristic, for example, of a lesson in Year 11, when pupils were refining their portfolios of work for submission for the GCSE examination. The teacher encouraged pupils to engage in the imaginative exploration of ideas with the consequence that the range of variation in style and technique in the pupils' work was exceptional. All subjects are taught well, but there are particular strengths in mathematics, art, design and technology, modern foreign languages, religious education and drama. The teachers are sensitive to the wide range of attainment in their lessons and are usually careful to set work at the right level for all pupils.
14. As a result of the quality of feedback they receive, pupils are quick to improve and refine their work through persistent intellectual effort. The variety of activities provided in lessons quickens the pace of learning and encourages good concentration and perseverance. Pupils are given a good knowledge of how they are progressing in their work and of what they need to do to improve. Pupils with special educational needs achieve highly in relation to their prior attainment. The few pupils for whom English is an additional language are not distinguishable from other pupils in the confidence with which they participate in lessons.

The good range of learning opportunities is enriched by a very wide choice of extra-curricular activities

15. In the drive to include all pupils in the full range of the curriculum and ensure that all pupils work to the full extent of their competence, teachers give up much of their free time to provide extra lessons and other forms of enrichment to the curriculum. Apart from meeting the requirements of the National Curriculum, the school offers an additional foreign language to all students. There is also a wide range of options in science. Setting and grouping arrangements work to the advantage of pupils at all levels of attainment.
16. In offering courses that relate more directly to the world of work, the school has been particularly successful in the introduction of General National Vocational Qualifications. These attract pupils from a wide range of prior attainment. The very good standards reached in these courses are a credit to the teachers who manage and teach them. Imaginative planning is afoot for the further development of vocational courses. There is a very good range of extra-curricular activities, including a wide choice of competitive sports and games.

17. Teachers do much to offer pupils experiences that relate to their work, whilst taking them beyond the bounds of the basic curriculum requirements. For example, a Mastermind competition in science is a popular and very worthwhile activity that helps to consolidate the pupils' knowledge of basic concepts. Similarly the use of French and German whilst participating in games is a further innovative attempt to extend pupils' confidence and fluency in the use of the target languages.
18. Though recently implemented, work in literacy across the curriculum is beginning to take root, albeit with varying levels of success in different subjects. Work in the development of numeracy has been given a new impetus by some good work in the mathematics department. Many other subjects use measuring and number work where appropriate. This is particularly evident in science and in design and technology.
19. Great care is taken to ensure that pupils with special educational needs are taught well. The individual education plans that identify their needs and targets are used well by teachers in lessons. As a result, these pupils make good and often very good progress in the development of knowledge and skills. The school's concern for the inclusion of pupils in all that is offered is evident, too, in the effort made to anticipate the needs of pupils who come to the school from homes where English is an additional language. Their needs are understood, with the consequence that they are quick to acquire fluency and confidence in the use of English.

The leadership and management of the school are good

20. The governors responded decisively to the questions about the clarity of the roles and responsibilities of senior managers raised in the report on the last inspection. There is now greater clarity in what is required of managers, particularly in relation to the monitoring of teaching and supporting staff. In the four years he has been in office, the headteacher has been the driving force behind improvements in the monitoring of teaching and in sustaining the momentum towards raising standards of attainment. The governors are very well led in supporting the work of the school. They have steadily taken their role in its management more seriously and have established clear and effective ways of holding the school to account for the quality of teaching and the standards it achieves. They have ensured that statutory requirements are met, apart from that relating to the provision of a daily act of collective worship for all pupils, though the school has moved much closer to compliance since the last inspection. The governors work effectively through a well-managed committee structure.
21. The ending of the faculty structure and the move to management of subjects through individual departments have created clearer lines of responsibility. This was a significant change, but the headteacher and his senior colleagues managed it and other changes in a way that challenged, rather than threatened, those involved. The benefits of a simpler and more dynamic management structure already show themselves. Teachers are now more carefully supported in their work through positive, constructive and effective monitoring.

WHAT COULD BE IMPROVED

Standards in writing are not high enough in some subjects. There is insufficient emphasis on the development of speaking and listening across the curriculum

22. Though the literacy policy is now beginning to take root in practice and the need to improve writing has been identified, the measures taken to raise standards in writing have had limited success. Though the range of writing is often wide, with pupils at all ages writing for a good range of purposes and readers, pupils are reluctant to work with more complex language structures. There are few examples of really adventurous writing where confidence and fluency with words allow the imagination to flourish. However, in some subjects, for example religious education, pupils are encouraged to write at length, using the appropriate technical vocabulary. In history, too, there is some good extended writing. The higher-attaining pupils in science keep excellent notes that provide a very good basis for revision. Though pupils are confident and fluent in informal conversations, this confidence in language is not encouraged sufficiently in the more formal exchanges in lessons. Pupils have too few opportunities to develop their ideas in greater depth or use more complex language structures in their writing.
23. The main weakness, however, and one that has a negative impact on the quality of writing is the limited use of discussion to extend pupils' vocabulary. Questioning tends to be closed, requiring unqualified answers. In the very best teaching, there are cases where pupils are required to give reasons for their answers or to extend their argument, but this practice is not a common feature of most lessons.

Good practice in teaching is not shared sufficiently

24. There are many examples of good and very good teaching across the school. The skills of some teachers are exemplary, revealing a clarity of purpose in lessons, a deep knowledge of what they teach and an abiding commitment to helping all pupils to achieve as well as they deserve. The monitoring of teaching is positive and supportive, but it often tends to focus on difficulties rather than on using the good practice that already exists to help other teachers. It must be added, however, that the teachers are just absorbing a series of recent changes in management and have not yet formed themselves into a fully cohesive group, sharing a common sense of purpose and direction. They are steadily adjusting to the new management structures.

Accommodation is poor

25. In science, the separation of the science laboratories limits the range of experimental work as the need to move equipment between the two buildings is often impractical. There are too few laboratories to accommodate all lessons with the consequence that some lessons are conducted in classrooms. In these lessons, experimental work is rarely possible. This affects the standards achieved. Additionally, in some cases, the laboratories are far too small for the numbers of pupils in lessons. In art, the accommodation is particularly limiting. In the cramped conditions, pupils find it difficult to work on a large scale. There are problems, too, about storing their work and protecting it from damage. The accommodation for modern foreign languages is also very cramped, limiting the range of activities used. There is no space where the whole school can attend performances or where all pupils can assemble together comfortably. The overall appearance of the buildings is drab. Many of the rooms need soundproofing. Despite the poor accommodation, the school does well by the pupils. This results from the commitment and dedication of the teachers and their willingness to adjust their lessons to the constraints imposed by the accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should now:

Raise standards in writing by:

- implementing the school's policy on writing more radically in all subjects;
- ensuring that all teachers place greater emphasis on extending the range of language pupils use in oral work, insisting, for instance, on the provision of reasons and explanations for opinions;
- providing more opportunities across the curriculum for extended writing;

(paragraphs 22 and 23)

Use the monitoring of teaching to identify good practice and to spread it across the school;

(paragraph 24)

Continue to press for improvements to the poor accommodation.

(paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	32	44	20	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll Y7 – Y11

Number of pupils on the school's roll	892
Number of full-time pupils known to be eligible for free school meals	39

Special educational needs Y7 – Y11

Number of pupils with statements of special educational needs	24
Number of pupils on the school's special educational needs register	104

English as an additional language No of pupils

Number of pupils with English as an additional language	45
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Pupil mobility in the last school year No of pupils

Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.9
National comparative data	7.7

Unauthorised absence

	%
School data	0.3
National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	97	82	179

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	58	70	69
	Girls	72	69	64
	Total	130	139	133
Percentage of pupils at NC level 5 or above	School	72 (77)	77 (72)	74 (74)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	44 (30)	56 (51)	43 (36)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	68	75	71
	Girls	69	71	69
	Total	137	146	140
Percentage of pupils at NC level 5 or above	School	77 (77)	82 (78)	78 (66)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	47 (48)	57 (52)	41 (38)
	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	80	89	169

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	50	77	78
	Girls	57	87	89
	Total	107	164	167
Percentage of pupils achieving the standard specified	School	63 (61)	97 (99)	99 (99)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	46.4 (46.8)
	National	38.4 (38)

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	21	66.7
	National		n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	31
Pakistani	7
Bangladeshi	2
Chinese	1
White	845
Any other minority ethnic group	4

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	1
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	63	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	48.9
Number of pupils per qualified teacher	18.2

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	14
Total aggregate hours worked per week	336

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	78.0
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Average teaching group size: Y7 – Y11

Key Stage 3	25.8
Key Stage 4	20.4

Financial information

Financial year	1999/2000
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	£
Total income	1,893,448
Total expenditure	1,929,365
Expenditure per pupil	2,166
Balance brought forward from previous year	687
Balance carried forward to next year	-35,230 *

* includes an accounting error on the part of the county of £28,000

Results of the survey of parents and carers

Questionnaire return rate 43.4%

Number of questionnaires sent out	892
Number of questionnaires returned	387

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	4	2	0
My child is making good progress in school.	48	45	5	1	1
Behaviour in the school is good.	33	57	4	1	5
My child gets the right amount of work to do at home.	28	54	15	2	1
The teaching is good.	32	62	4	0	2
I am kept well informed about how my child is getting on.	27	53	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	39	3	2	1
The school expects my child to work hard and achieve his or her best.	61	35	2	0	2
The school works closely with parents.	25	57	12	3	3
The school is well led and managed.	46	45	2	2	5
The school is helping my child become mature and responsible.	44	48	4	1	3
The school provides an interesting range of activities outside lessons.	33	50	8	2	7

Other issues raised by parents

There were no other issues raised