

INSPECTION REPORT

PARKLANDS HIGH SCHOOL

Chorley

LEA area: Lancashire

Unique reference number: 119764

Headteacher: Jean McGrath

Reporting inspector: Ted Wheatley
10013

Dates of inspection: 14th – 16th January 2002

Inspection number: 193452

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Comprehensive |
| School category: | Community |
| Age range of pupils: | 11 – 16 |
| Gender of pupils: | Mixed |
| School address: | Southport Road Chorley Lancashire |
| Postcode: | PR7 1LL |
| Telephone number: | (01257) 264596/ 266248 |
| Fax number: | (01257) 261215 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr David Lloyd |
| Date of previous inspection: | 10 th April 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|----------------|----------------------|
| 10013 | Ted Wheatley | Registered inspector |
| 09132 | Janet Godfrey | Lay inspector |
| 22042 | John Challands | Team inspector |
| 12118 | Allan Paver | Team inspector |
| 01340 | David Wigley | Team inspector |

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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 | 4 - 8 |
| 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 | 9 - 10 |
| | |
| WHAT COULD BE IMPROVED | 11 - 12 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 12 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 13 - 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parklands High School has 1,069 pupils aged 11 – 16 and has slightly more girls than boys. It is a little larger than other 11 – 16 comprehensive schools and is increasing in size. The school draws pupils from a wide range of family backgrounds, including areas of social disadvantage. The proportion of pupils with English as an additional language is broadly average and none are in the early stages of English language acquisition. The percentage of pupils with statements of special educational need is above average and has risen in recent years. The proportion on the school's register of special educational needs is below average but has increased steadily since the last inspection. The attainment of pupils is broadly average on entry to the school. The school is a Beacon School.

HOW GOOD THE SCHOOL IS

This is a very effective school that has made considerable improvements since its last successful inspection. Teaching is very good and pupils make very good progress over time. The leadership and management of the school are very good and give very clear direction for further improvement. The school gives very good value for money.

What the school does well

- The great majority of pupils make very good progress over their time in the school and obtain good GCSE results.
- Teaching is very good.
- The headteacher provides positive, clear leadership and is influential in initiating change.
- Pupils have very positive attitudes to learning and their behaviour in lessons and around school is very good. Relationships between pupils and between pupils and adults are outstanding.
- Provision in science is excellent, with consistently very good teaching and outstanding performance by pupils.

What could be improved

- The achievement of a very small proportion of pupils could be even higher.
- The quality of evaluation and sharing of good practice so that the considerable commitment of teachers and governors is even more effective in ensuring the school's further improvement.
- The accommodation has insufficient specialist space to ensure that the design and technology curriculum is fully met and some rooms are too small for the size of classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then, standards have risen and there have been considerable improvements. The new senior management team is working hard to ensure that the priorities in the school improvement plan match the needs they have identified. The school now has a clear vision for its development. The roles of heads of department are clearly defined and have a focus on improving teaching and raising standards. Assessment information is used well; targets for subjects and pupils are set and monitored. The library has improved significantly and provides a very good resource to encourage independent learning. Religious education is now taught to all pupils in accordance with the local Agreed Syllabus. However, the National Curriculum requirements for design and technology are not met in Years 10 and 11 because the problems with the accommodation have not been resolved and, although the quality is good, pupils do not experience a daily act of collective worship. Nevertheless, the school has made good progress and the capacity to improve further is very good.

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 | B | B |

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

In the national tests taken at the end of Year 9 in 2001, standards were well above average compared with the national average and when compared with similar schools. In English, mathematics and science, the percentage of pupils obtaining Level 5 or higher was well above average. In English, the proportion of pupils obtaining Level 6 or better was above average and in mathematics and science it was well above average. Compared with similar schools, the proportion of pupils obtaining Level 5 or higher was above average in English and well above average in mathematics and science. For the higher Level 6 or better, the proportion was average in English and well above average in mathematics and science. Inspection evidence shows standards to be well above average in English, mathematics and science.

In the 2001 GCSE examinations, the percentage of pupils obtaining five or more A*-C grades was well above the national average and above average compared with similar schools, but a little below the school's targets. The percentage obtaining five or more A*-G grades was above the national average and close to the average for similar schools. The proportion obtaining one or more A*-G grades was below average and well below that for similar schools, but in line with the school's targets. Results were exceptionally good in science, art, business studies and information and communication technology. Standards observed in English, mathematics and science during the inspection were high and at least average in other subjects.

Almost all pupils achieve very well from the time they enter the school to the time they leave; a few pupils do not quite make the progress expected of them, sometimes because work is not fully matched to their needs. On entry to the school attainment is broadly average, by the end of Year 9 it is well above average and by the end of Year 11 it is above average. Pupils with special educational needs make very good progress and the gifted and talented pupils are suitably challenged and overall make very good progress.

Literacy and numeracy skills are generally good and, for some of the lowest attainers, are exceptionally good given their levels of attainment when they enter the school.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes to school are very good. They are enthusiastic about school and show a very high level of commitment to work and the considerable range of activities available. They learn enthusiastically; they want to do well and put a great deal of effort into achieving their goals. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good in lessons and around the school. They observe school rules and are polite and courteous. |
| Personal development and relationships | The quality of relationships throughout the school is outstanding and pupils' personal development is excellent; there is a high level of involvement in activities, much of it spontaneous and often directed to the good of others. |
| Attendance | Attendance is very good. |

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.

Teaching is very good overall. In about half of lessons teaching is very good and occasionally excellent. It is good in over a third of lessons and never less than satisfactory. Teaching is consistently very good in science and in English and mathematics it is good overall and often very good. In the very best lessons, teachers have very good subject knowledge, the pace of work is fast, there are clear explanations and very clear guidance on how pupils could achieve better. Management of classes appears effortless, mainly because of the excellent relationships in all lessons. Consequently, pupils learn extremely well. They are challenged intellectually, supported well when necessary, have their interest encouraged and develop high levels of concentration and independence.

The teaching of literacy and numeracy skills is very good – pupils are encouraged to express themselves both orally and in writing and opportunities to make them calculate, estimate and express numerical information graphically are not missed. Teachers use information and communication technology (ICT) effectively and encourage pupils to use it in their individual work and homework.

The needs of the great majority of pupils are fully met. However, on occasion, most noticeably for a few higher attaining and a few lower attaining pupils who achieve well, work is not sufficiently challenging to make them achieve even better. The work for pupils with special educational needs is generally good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is satisfactory overall but statutory requirements for design and technology in Years 10 and 11 are not met. The range of non-vocational courses is improving but is not wide enough to meet the needs of those pupils for whom the typical GCSE course is unsuitable. |
| Provision for pupils with special educational needs | Provision is good. The quality of support is very good and pupils make good progress as a result of the attention they receive. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good for spiritual, moral and cultural development and for social development is excellent. Opportunities are wide and lead to excellent personal development by pupils. |
| How well the school cares for its pupils | The overall level of care for pupils is very good, both personally and academically. The use of assessment information to guide pupils and give them targets for improvement is very good and helps many of them achieve high grades at GCSE. |

Parents' views of the school are very positive. They feel that the school does a very good job of supporting their children, and them, when they need it.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher and new leadership team provide very clear direction for the school. The headteacher provides a high level of support and encouragement to staff and in return obtains respect and commitment for planned improvements. |
| How well the governors fulfil their responsibilities | Governors provide a high level of support for the headteacher and the work of the school and in most cases fulfil their responsibilities. They are committed to the success of the school, but are not fully familiar with how the school operates and are therefore sometimes restricted in how they can support the school in making decisions for future development. |
| The school's evaluation of its performance | This is good overall, and there is a high level of awareness of what the school needs to do to improve. However, the school improvement plan is not clear enough, but the new leadership team and the school improvement group have a clear focus on the main issues for improvement – and have firm intentions to ensure that the improvement plan reflects these. |
| The strategic use of resources | The school plans its expenditure very carefully and makes good use of funds and grants at its disposal. Expenditure is monitored effectively. |

The school is well staffed and resources are generally satisfactory to meet the needs of the curriculum. However, the accommodation is limited; there is insufficient specialist space to meet National Curriculum requirements for design and technology and some rooms are too small for the classes that occupy them, for example, in science and art. Current planned improvements in the accommodation will not resolve the problems in design and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• Children like coming to school.• Children make very good progress.• Teaching is very good and the school has very high expectations of children.• The school deals with parents' concerns well.• The school is well managed.• Children become mature and responsible.• There is a good range of activities outside of lessons. | <ul style="list-style-type: none">• A small proportion of parents consider that there is too much homework.• Some parents think that they are not well enough informed about how well their children are doing in school.• A small number of parents feel that the school does not work closely enough with them. |

Inspectors generally agreed with the strengths that parents identified. Inspectors felt that the amount of homework provided is about right and that the quality of reports and information provided for parents is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The great majority of pupils make very good progress over their time in the school and obtain good GCSE results.

1. Attainment on entry to the school is broadly average and has been over several years, with pupils having average literacy and numeracy skills. By the time they are 14, at the end of Year 9, their levels of attainment are well above average and they have made very good progress. Standards in end of Year 9 national tests in English, mathematics and science have been well above average over recent years, showing that pupils have consistently made good progress. In the GCSE examinations, the proportion of pupils obtaining five or more A*-C grades has been well above the national average in recent years and well above the average for similar schools. Standards are being maintained and for some pupils are improving. Progress from Years 7 to 9 is good and for some it is very good. Taking into account that there is an increasing number of pupils with special educational needs, others with different learning and attendance problems, progress overall through the school is very good.
2. In particular, the progress pupils make in their literacy skills is very good. The great majority of pupils write with a high level of fluency and the encouragement, challenge, discussion and exemplar material provided by teachers plays a significant part in developing these skills. In a Year 11 lower attaining set, for example, pupils wrote with some feeling about the feelings of characters in "Of Mice and Men" using a wide range of vocabulary. In another lesson, higher attaining pupils wrote creatively, using complex sentences and imagery and made very good progress in their writing styles. Their progress was so good because the teaching involved analysis of a text extract (from PD James' "Devices and Desires"), discussion of the meanings and types of sentence structure used and careful planning of the work pupils were to prepare. The progress pupils make in their literacy skills has a positive effect on the progress they make in other subjects.
3. In other areas, too, pupils make very good progress. Intellectually they are challenged and in science, art and business studies, for example, the quality of work they produce both in lessons and over time is very good, showing considerable thought, concentration and attention to detail. The great majority of pupils remember a significant amount of useful knowledge because it is presented in interesting ways, they are encouraged to discuss and ask questions and this enhances their learning and understanding. This is very good preparation for examinations.

Teaching is very good.

4. Of the teaching seen during the inspection, about half was very good and occasionally excellent, just over a third was good and the rest was satisfactory. There was no unsatisfactory teaching. This is a significant improvement on the last inspection. Examination of pupils' work supports this judgement with consistently high standards of work following from teachers' very high expectations.
5. The most outstanding feature of lessons is the excellent relationship between teachers and pupils. Teachers have real respect for pupils' opinions, support pupils' learning with patience and encourage their individuality; this has an outstanding effect on the quality of learning and the effort pupils put into their work. As a result, teachers' management of pupils' behaviour is excellent. Excellent relationships also show themselves in the depth of knowledge that teachers have of the individual strengths and weaknesses of pupils and the individual support they provide and targets they set. Pupils appreciate the efforts of teachers and respond well, working hard and rising to the challenges set.
6. In the best lessons, teachers plan work thoroughly with a focus on challenging work that interests and involves pupils. They give pupils very clear guidance of how they can do well and, in lessons in Years 10 and 11, teachers tell them what they have to do in order to achieve high grades in GCSE

examinations. The pace of work is very good, with clear explanations, searching questions and a wide range of activities to support pupils' learning. The quality of lesson planning is very good, with attention to lesson organisation that allows pupils to learn new skills, develop an understanding of what they do and then consolidate their learning. In a Year 7 design and technology lesson, for example, there was very good explanation of how particular tools and instruments are used accurately to mark out and cut medium density fibreboard, questioning to ensure pupils know how to use the equipment properly and which items to use for their particular tasks, and finally close support and guidance as they practise their skills. Consequently, pupils were enthusiastic and attentive and made very good progress in learning particular skills.

The headteacher provides positive, clear leadership and is influential in initiating change.

7. The headteacher has been at the school since the last inspection and in that time has initiated a culture of staff involvement in reviewing the work of the school in order to improve standards. She has been very successful and, although there are some variations in practice, most staff have a positive view of the process of monitoring and evaluation of current approaches and standards achieved by pupils and then planning improvements. She has made key appointments to the senior management team and this group, although mainly new to the school, has been significant in sharpening up the priorities for improvement so that they closely match what the school needs to do to raise standards even further. The great majority of staff have a high regard for the headteacher's approach and speak warmly of the support she provides. In turn she recognises and values the contributions of staff.

Pupils have very positive attitudes to learning and their behaviour in lessons and around school is very good. Relationships between pupils and between pupils and adults are outstanding.

8. Throughout the school, pupils behave very well. In lessons they respond extremely well to the demands made by teachers for them to work hard and almost always perform at the highest level. Pupils use their diaries regularly to ensure that they do work on time; they complete and return homework punctually. Coursework for GCSE courses is conscientiously completed and given in on time. Their levels of concentration are impressive and they become very involved in their work, answering questions, making suggestions and sharing their own ideas readily. Relationships are excellent. When working in groups in science, mathematics and design and technology lessons, for example, they help each other, listen to what other pupils say and take their ideas and suggestions into account. They listen to teachers carefully, respecting their advice, direction and support. Around the school they are courteous, ready to help each other and visitors.
9. Pupils are mature and responsible. They take part enthusiastically in school activities and show initiative themselves. For example, after September 11, a number of pupils set up links with a school in New York and expressed their sympathy for the American pupils and their families. Some pupils take an active part in the school council, act as library monitors and prefects and provide peer support in their own and other years in the school.

Provision in science is excellent, with consistently very good teaching and outstanding performance by pupils.

10. The effectiveness of the science department is outstanding. The quality of teaching is consistently very good as a result of the very effective work that takes place between all staff in the department. Staff are effectively involved in monitoring and evaluating all aspects of the subject. They have been closely involved in curriculum developments outside the school linked to a national science course and the impact of this has been to produce a very enthusiastic, hardworking team of teachers. There is a high level of commitment to providing challenging work for pupils. Lessons are well planned and organised with a focus on involving pupils and making them aware of their own abilities to succeed. In this the department is successful. Pupils are enthusiastic about the

subject, work hard and know exactly what they need to do to improve their performance. At GCSE they have produced outstanding results.

WHAT COULD BE IMPROVED

The achievement of a very small proportion of pupils could be even higher.

11. The great majority of pupils achieve very well as they move through the school and this is generally a very good reflection of the teaching and excellent relationships. However, a very small proportion of pupils do not make the progress they should. A very small number of very high attainers who achieve well could do even better. They are often challenged in their work but, on rare occasions, opportunities are missed to provide them with individual research, a piece of work that would stretch them even further or targets to help them achieve the highest levels at GCSE. A few lower attaining pupils also, usually those for whom GCSE courses are not suitable, are sometimes presented with work that is either not sufficiently challenging for them or not matched to their particular needs. The school has started some work to improve this but further links with local colleges, vocational GCSE examinations and changes to the curriculum have not yet been fully explored to provide suitable alternative courses for these pupils.

The quality of evaluation and sharing of good practice so that the considerable commitment of teachers and governors is even more effective in ensuring the school's further improvement.

12. Overall, the school has made good progress in developing its methods of evaluating its performance and in some areas procedures are very good indeed. At the school level, the clarification of job descriptions so that staff have a clear understanding of their specific responsibilities has been instrumental in improving departmental organisation and of focusing on standards, although there is still some way to go in ensuring all posts are suitably described and responsibilities identified. In addition, the impetus of the leadership team to observe teaching and monitor the work of departments has been effective in helping to identify school priorities. This is reflected in the work of some departments. In science, for example, job descriptions are clear and evolve as the need arises. There is observation of science lessons, both formal and informal, and this is significant in ensuring that overall teaching is consistently very good, that the curriculum is exciting and challenging and that standards are so high. However, while there is good work, and the commitment to improvement is evident, procedures to aid and direct improvements are not quite so sharply focused.
13. Teachers observe others teach, but classroom observation skills are not uniformly well enough developed to identify what works really well and where there are possibilities for improvement. While the sharing of good practice is established practice in some departments, this is not universally the case.
14. Governors are very committed to supporting the school, but are not sufficiently well informed about what goes on in the school on a daily basis, how individual departments function and how the school evaluates and improves its own performance. They have not established effective links so that they are sufficiently well informed to help in the school's decision making processes.
15. The school has a wealth of information from assessments, tests and examinations and in the best instances this information is used to set targets for pupils, teachers and departments and to set priorities for improvement. However, this is not consistently the case and not everyone has an appreciation of how useful this information can be in setting priorities and planning improvements.

The accommodation has insufficient specialist space to ensure that the design and technology curriculum is fully met and some rooms are too small for the size of classes.

16. The school has insufficient space to teach pupils in specialist rooms and this is causing serious problems in design and technology because the school does not meet its statutory requirement to teach the subject to all pupils in Years 10 and 11. This was the position at the last inspection. Not enough has been done to resolve the situation.
17. The quality of existing accommodation is good and it is well maintained. However, there are accommodation problems in other subjects too. Some science lessons are taught in geography rooms due to lack of laboratories, the art rooms are too small, and there is not enough space for physical education so that the school hall has to be used. In other subjects, classrooms are often too small for the sizes of classes that use them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school is very aware of its strengths and the areas it needs to work on to improve further. The school improvement plan is not quite so sharply focused, but the newly established leadership group has worked hard together to identify the issues to be addressed and have set priorities closely matched to those areas for improvement indicated by the inspection team. They are aware of the need to ensure that the written improvement plan reflects these.

What the school must do now is:

- i. Raise the achievement of a very small proportion of:
 - a. higher attaining pupils by:
 - ensuring all pupils have targets to help them achieve the highest levels at GCSE;
 - sharing the effective teaching seen in many lessons;
 - b. lower attaining pupils and those for whom GCSE courses are not suitable by:
 - developing further the links with local colleges;
 - exploring vocational GCSE courses;
 - looking at ways to alter the existing school curriculum;
 - providing more practical and non-academic teaching styles.

(Paragraph 11)

- ii. Improve the quality of evaluation and sharing of good practice, so that the considerable commitment of teachers and governors is even more effective in ensuring the school's further improvement, by making sure that:
 - teachers develop classroom observation skills so they can benefit from the wide range of very good teaching existing in the school;
 - governors find out more about the day-to-day running of the school and the various subjects areas so that they are better informed to make decisions and monitor the work of the school;
 - information gathered from analysing tests and examination data and lesson observations is used to set the priorities for the school's development;
 - all staff have specific job descriptions.

(Paragraphs 12 – 15)

- iii. Explore ways to improve the school's accommodation through discussion with the local education authority in order to:
 - ensure that the school meets fully the National Curriculum requirements to provide design and technology for all pupils;

- have sufficiently large rooms to enable teachers to accommodate the numbers of pupils in school.

(Paragraphs 16 – 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 41 |
| Number of discussions with staff, governors, other adults and pupils | 39 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 19 | 15 | 6 | 0 | 0 | 0 |
| Percentage | 2 | 46 | 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 two percentage points.

Information about the school's pupils

| Pupils on the school's roll | Y7 – Y11 |
|---|----------|
| Number of pupils on the school's roll | 1,069 |
| Number of full-time pupils known to be eligible for free school meals | 104 |

| Special educational needs | Y7 – Y11 |
|---|----------|
| Number of pupils with statements of special educational needs | 32 |
| Number of pupils on the school's special educational needs register | 111 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 29 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10 |
| Pupils who left the school other than at the usual time of leaving | 23 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 7.4 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.4 |

| | |
|---------------------------|-----|
| National comparative data | 8.1 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 1.1 |
|---------------------------|-----|

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

Attainment at the end of Key Stage 3 (Year 9)

| | | | | |
|--|------|------|-------|-------|
| | Year | Boys | Girls | Total |
| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | 2001 | 110 | 106 | 216 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 5 and above | Boys | 86 | 94 | 103 |
| | Girls | 86 | 86 | 86 |
| | Total | 172 | 180 | 189 |
| Percentage of pupils at NC level 5 or above | School | 80 (85) | 83 (78) | 88 (76) |
| | National | 64 (63) | 66 (65) | 66 (59) |
| Percentage of pupils at NC level 6 or above | School | 38 (46) | 60 (56) | 55 (49) |
| | National | 31 (28) | 43 (42) | 34 (30) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 5 and above | Boys | 93 | 89 | 98 |
| | Girls | 89 | 86 | 84 |
| | Total | 182 | 175 | 182 |
| Percentage of pupils at NC level 5 or above | School | 80 (79) | 81 (83) | 85 (78) |
| | National | 65 (64) | 68 (66) | 64 (62) |
| Percentage of pupils at NC level 6 or above | School | (57) | 81 (55) | 85 (55) |
| | 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 | 110 | 93 | 203 |

| 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 | 58 | 102 | 103 |
| | Girls | 67 | 89 | 91 |
| | Total | 125 | 191 | 194 |
| Percentage of pupils achieving the standard specified | School | 62 (65) | 94 (95) | 96 (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 | 43.2 (44.8) |
| | National | 39.0 (38.4) |

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

| Vocational qualifications | Number | % success rate |
|--|----------|----------------|
| Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied | School | 0 |
| | National | n/a |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 1 |
| Pakistani | 7 |
| Bangladeshi | 0 |
| Chinese | 5 |
| White | 1,016 |
| Any other minority ethnic group | 20 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 37 | 6 |
| 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) | 68 |
| Number of pupils per qualified teacher | 17.2 |

Education support staff: Y7 – Y11

| | |
|---|---|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | |

Deployment of teachers: Y7 – Y11

| | |
|---|----|
| Percentage of time teachers spend in contact with classes | 75 |
|---|----|

Average teaching group size: Y7 – Y11

| | |
|-------------|------|
| Key Stage 3 | 26.3 |
| Key Stage 4 | 23 |

FTE means full-time equivalent.

Financial information

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

| | £ |
|--|-----------|
| Total income | 2 311 486 |
| Total expenditure | 2 452 774 |
| Expenditure per pupil | 2 352 |
| Balance brought forward from previous year | 124 912 |
| Balance carried forward to next year | 80 444 |

Recruitment of teachers

| | |
|--|----|
| Number of teachers who left the school during the last two years | 12 |
| Number of teachers appointed to the school during the last two years | 14 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-------|
| Number of questionnaires sent out | 1,069 |
| Number of questionnaires returned | 405 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 41 | 50 | 6 | 1 | 1 |
| My child is making good progress in school. | 43 | 55 | 1 | 1 | 0 |
| Behaviour in the school is good. | 39 | 59 | 3 | 0 | 4 |
| My child gets the right amount of work to do at home. | 23 | 60 | 14 | 3 | 0 |
| The teaching is good. | 40 | 54 | 2 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 28 | 52 | 15 | 3 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 54 | 38 | 5 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 69 | 28 | 2 | 0 | 1 |
| The school works closely with parents. | 28 | 53 | 13 | 2 | 4 |
| The school is well led and managed. | 43 | 47 | 2 | 0 | 7 |
| The school is helping my child become mature and responsible. | 45 | 47 | 4 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 39 | 47 | 7 | 1 | 5 |

Other issues raised by parents

At the meeting between the registered inspector and parents held before the inspection, parents expressed very positive views of the school. They were happy with standards obtained by pupils and the hard work done by teachers. Their one concern was the quality of the buildings which they felt were not good enough for their children. Inspectors are in agreement with the strengths that parents recognised in the school and with the sufficiency of the accommodation.