

INSPECTION REPORT

THE JUDD SCHOOL

Tonbridge

LEA area: Kent

Unique reference number: 118843

Headteacher: Mr K Starling

Reporting inspector: W Keast
1522

Dates of inspection: 27 February – 1 March 2001

Inspection number: 195619

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Voluntary aided
Age range of pupils:	11 - 18
Gender of pupils:	Boys 11 –16; Mixed 17-18
School address:	Brook Street Tonbridge Kent
Postcode:	TN9 2PN
Telephone number:	01732 770880
Fax number:	01732 771661
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Dobbs
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Judd School is a voluntary aided boys' grammar school for pupils aged 11 to 18. In addition, a small number of pupils, mainly girls, enter the sixth form. The school has 859 pupils of whom 252 are in the sixth form. It is a similar size to most secondary schools. Pupils come from a wide area and from a large number of schools. The number of pupils entitled to a free school meal is well below the national average. Very few pupils come from ethnic minority backgrounds. The proportion of pupils with special education needs, including those with statements, is well below average. Most of these pupils need support through matching work to their individual need. The proportion of pupils for whom English is an additional language (2.4 per cent) is a bit higher than in most schools but none of these pupils is at an early stage in learning English. Pupils come from generally advantaged backgrounds. The attainment of pupils when they come to the school is very high.

HOW GOOD THE SCHOOL IS

The school is very effective. The very high standards result from very good teaching and the excellent attitudes to learning of the pupils. Leadership is excellent and management is very good. The broad curriculum offered in the sixth form together with the very high standards reached by pupils makes it a very cost effective provision. The cost per pupil is close to the national average. The school gives very good value for money.

What the school does well

- Achieves very high academic standards
- Provides very good teaching which, with pupils' excellent attitudes, results in very good learning
- Provides excellent opportunities for learning and very good opportunities for personal development
- Provides very good care and support for pupils
- Provides excellent leadership and very good management

What could be improved

There are no major issues that the school should address

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. Improvement since then has been very good. The school has maintained the very high standards in the national testing at the end of Year 9 and at GCSE. The improvement in the average attainment of pupils in the A level examinations is equivalent to three grades, that is from an average of BCC to an average of ABB. The key issue from the previous inspection, to increase the accommodation for design and technology when possible, has not yet been achieved. However, the school is finalising plans for an additional building which will provide a much needed improvement in library facilities, allow the removal of poor quality temporary classrooms, and increase the teaching space for design and technology. The attention the school has given to developing teaching and learning has resulted in a significant improvement in the quality of teaching, which was good at the time of the last inspection.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
GCSE examinations	A*	A*	A*	B
A-levels/AS-levels	A*	A	A*	

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

The school has done well to maintain very high standards in the testing both at the end of Year 9 and at GCSE over the last few years. In 2000, the results of national tests at the end of Year 9 placed the school in the top five per cent of schools nationally. This was also true for each of English, mathematics and science. The overall results were well above the average for grammar schools. Results in mathematics and science were well above the average for grammar schools and in English they were above. Results in English vary from year to year and the school, together with other selective schools in the area, has raised this issue with the examining board. Results at GCSE in 2000 again placed the school in the top five per cent of schools and were above the average for grammar schools. Ninety-nine per cent of pupils achieved five or more grades A*-C and it was only pupil illness which stopped this being all pupils. This proportion was well above both the average for grammar schools and the average achieved by pupils in other schools with similar results in the end of Year 9 testing in 1998. Results in nearly all subjects were significantly higher than those in all schools nationally and were similar to, or above, those in grammar schools. The school set the challenging targets of all pupils achieving five or more grades A*-C with an average point score of 67. The school's performance at A level, in 2000, was also in the top five per cent of schools. Results were above the average for grammar schools in most subjects. Art, classical civilisation, design and technology, English, French, German, history and religious studies were generally a grade higher on average.

Standards seen during the course of the inspection were very high in all subjects and were consistent with previous examination results. Taking into account their previous knowledge, the achievement of pupils is excellent. Their achievement is so very good because pupils have such positive attitudes to learning and because teaching is of such high quality.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils work very hard and show very positive attitudes to their studies. They are keen to become involved in the many activities the school offers.
Behaviour, in and out of classrooms	Pupils behave very well, both around the school and in most lessons. This creates a calm and purposeful environment in which to work. Pupils are confident that there is little bullying and that incidents will be dealt with well.
Personal development and relationships	Excellent. Pupils and adults relate very positively to each other in an atmosphere of mutual respect. Pupils develop in self-confidence, showing a high degree of initiative and responsibility.
Attendance	Levels of attendance are well above national average. Pupils are keen to come to school and arrive promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 years	aged 14-16 years	Aged over 16 years
Lessons seen overall	Very good	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.

All teaching was at least satisfactory. Eighty-seven per cent of teaching was good or better and fifty-one per cent was very good or excellent. These are very high proportions and a significant improvement on those reported last time. The quality of teaching was similar throughout the school. Teaching was very good in English and was good in mathematics and science. Particular strengths in the teaching lie in teachers' excellent subject knowledge and understanding, the high expectations that they have for the pupils and the use that is made of the available time. The excellence of the effort which pupils put into gaining new skills, knowledge and understanding leads to their very good learning. The teaching enables pupils to use and develop their already high levels of skills in literacy and numeracy. The school meets the needs of all its pupils through the very good range of teaching strategies used, the setting arrangements, additional support and the wide range of extra-curricular clubs and workshops.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is exceptionally broad, well balanced and well suited to pupils' abilities and aspirations at all levels. The taught curriculum is enriched by an excellent extra-curricular programme covering sport, music and many other activities including study support sessions. Strong links with the local community further enhance the quality of the curriculum. The school facilities do not enable all pupils to follow a course in design and technology at Key Stage 4.
Provision for pupils with special educational needs	Excellent. Pupils diagnosed with dyslexia receive specific support during lunch time and the curriculum has been modified to allow pupils with physical problems access to the physical education programme.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development, helping them to become very mature and responsible young people. A particular strength is the excellent provision for pupils' social development. The school makes very good provision for their moral and cultural development and good provision for their spiritual development. Pupils have excellent opportunities to experience western European culture but there are too few occasions when they can learn about other cultures. The school does not provide a daily act of collective worship for all pupils.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. High levels of care and support give pupils the confidence to make very good academic progress, and the security to develop as caring, sensitive and well-rounded individuals. Variations across subjects in the detail of checking pupils' academic progress reduces the overall effectiveness of a potentially excellent system.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership is excellent and management is very good. The headteacher's firm belief in a broad and academically challenging education is central both to longer-term planning and the day-to-day life of the school.
How well the governors fulfil their responsibilities	Very well. Governors are knowledgeable and provide advice and direction to enable the school to realise its ambitions and meet the targets it has set.
The school's evaluation of its performance	Very good. The monitoring of teaching and of the work of staff who hold key responsibilities has had a positive impact on the quality of teaching and learning and improved departmental management.
The strategic use of resources	There are very good plans and systems in place for ensuring that available resources are used effectively and enable the school to fulfil its aims and targets. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> that teaching is good with high expectations of the children that their children like school and make good progress that the school helps children to be mature and responsible, and that behaviour is good that the school is well led and managed that they feel comfortable to approach the school with any worries or concerns 	<ul style="list-style-type: none"> a small number of parents feel that the amount of homework is not right a small number of parents feel that the school does not work sufficiently closely with them a small number of parents feel that they could be better informed about their child's progress

Two-thirds of parents returned questionnaires about the school expressing great satisfaction with what is provided and how their children achieve. Inspectors agree with the parents' extremely positive views of the school. Where parents commented, some felt that pupils receive too much and others that they receive too little homework. The inspectors found a wide variety of tasks being set for homework on a regular basis. Some of these tasks were substantial and required a period of time for completion while others may well have been completed by some pupils in a short time. Inspectors felt that overall pupils received a balanced amount of appropriate homework. The inspection team found that the school tries hard to foster a positive relationship with parents while standing firmly by its professional judgement. Parents receive regular information about pupils' progress, more than the school is required to provide. However, inspectors agree that reports for pupils in Years 7 to 10 do not give sufficient guidance on what they might do to improve further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves very high academic standards

1. Results in the national testing at the end of Year 9 have been at a similar high level for the last five years. In 2000, the school was in the top five per cent of all state schools and well above the average for grammar schools. The school's performance was also in the top five per cent of schools in each of English, mathematics and science. In comparison with grammar schools, results in English were above the average while in mathematics and science they were well above. Results in English have varied year by year and the school, together with other selective schools locally, has raised this issue with the examination board. Specific appeals in individual cases resulted in twenty-eight upgrades this year.
2. Work in lessons and recorded in their books show that pupils currently in Year 9 are reaching similarly high standards. In English, pupils demonstrate excellent sentence and paragraph structure in their written work. Their reading records show a very good range of fiction and their study of literature results in character and plot analyses which are already of a good GCSE grade level. In mathematics, the work of pupils in the lowest set in, for example, rearranging algebraic equations and solving inequalities and simultaneous equations, is at National Curriculum levels 7 and 8. This is equivalent to being more than a year ahead of the national expectation at this age. The work of the top set is already at a good GCSE level. In science, pupils have progressed beyond the requirements of the Key Stage 3 programmes of study as they study, for example, blood and the fight against infection, electromagnetic induction, valency and chemical formulae. These high standards, the very good progress that pupils make from their already high standards on entry and the very good response that pupils make to the challenging work they are given, produce results which have been well above average for grammar schools. The achievement of pupils is excellent.
3. Examination results at GCSE have been very high for several years. In 2000, the school was in the top five per cent of maintained schools. In the last five years only rarely has a pupil failed to gain at least 5 grades A*-C. In 2000, 99 per cent of pupils reached this standard and it was only pupil illness that prevented this being all pupils. The average point score achieved by pupils has also remained very high and, in 2000, was 65.0, compared to a national average of 38.4. The proportion of pupils gaining five or more grades A*-C was well above average for grammar schools and the average point score was above average for these schools. Value added data compares the GCSE results at The Judd with those from schools that achieved similar Key Stage 3 results – an average point score of 39 or more for the three core subjects in 1998. This shows that the proportion of pupils gaining 5 or more grades A*-C was well above average and that the average point score was above average. All these measures indicate that the school is very successful in achieving high standards and that pupils make above average progress. Results in all subjects were significantly higher than those in all maintained schools. In most subjects they were similar to, or higher than, those in grammar schools. Compared to the other subjects that they studied, pupils did particularly well in French, English literature, mathematics, German and Latin, and comparatively less well in music, chemistry, art, drama and double award science. Pupils who have struggled with the demands of the three separate sciences make up this latter group.
4. The work observed in lessons and recorded in books shows that pupils currently in Year 11 are reaching similar standards. In a Year 11 English lesson, pupils discussing their poetry work showed outstanding oral skills and an excellent ability to apply knowledge and techniques of

literary criticism to new situations. Their recorded work shows that pupils are highly aware of the purpose for which they are writing and how to achieve effects. In their literature essays they demonstrate a highly sophisticated use and integration of quotation and example. About one-quarter of pupils in Year 11 have already gained a grade A* or A in mathematics GCSE and, in a lesson on differentiation, showed good understanding and the ability to solve problems involving equations of motion. In science, pupils' books provide a very good record of the in-depth work they have covered. Results of internal examinations show that the current pupils are at similar levels to last year. Pupils have very good understanding of their subjects and also very high standards of literacy. These enable them to bring previous knowledge to bear on new situations and to put forward their views, clearly and accurately, in discussion. Examples of such effective discussion were seen in history, on the impact of Stalin on the Russian people, in geography, on the conflicting pressures on sites in the Lake District, and in religious education, on marriage as a sacrament. In this key stage, very good progress has been made to maintain the very high standards, overall results are above average for grammar schools and pupils continue to respond very well to the demands of the work they are given. Pupils' achievement continues to be excellent.

5. Examination results at A level have improved since the previous inspection. At that time the average attainment was the equivalent of a grade B and two grade Cs. Now, with an average point score of 26.4, it is equivalent to an A and two Bs. This is very high in comparison with the national average and, again, the school is in the top five per cent of schools nationally. Girls outperform boys to the same, small extent as they do nationally. Standards in most subjects were above the average for grammar schools. Art, classical civilisation, design and technology, English, French, German, history and religious studies were generally a grade higher on average. Overall, the pass rate is similar to that in grammar schools. However, the proportion of the highest grades has been rising. In 2000, 49.5 per cent of passes were at grade A (grammar schools nationally 25.6 per cent) and 73.4 per cent were at grades A and B (grammar schools nationally 49.5 per cent). All the measures indicate that the school is very successful in achieving high standards at this level also.
6. Pupils currently in Year 13 demonstrate work of a similar standard. Able mathematicians handle concepts of matrix algebra well, while pupils in chemistry have a good understanding of organic compounds and the ways in which they can be created. Pupils in design and technology combine a wide variety of materials and working processes into high quality solutions to their design problems. Their portfolios are well presented, often making very good use of information and communication technology, and contain evidence of very good preparation, modelling and investigation leading to the final product. Here again, achievement is excellent as pupils continue to make very good progress, rise to meet the challenge of their work very well and increase the overall level of their results.

Provides very good teaching which, with pupils' excellent attitudes, results in very good learning

7. All the teaching observed was at least satisfactory and a high proportion was good or better. In about one in every two lessons teaching was very good or excellent. This very good teaching resulted in pupils making very good progress in their work. The quality of teaching was consistent throughout the school and is an improvement on the good teaching reported in the previous inspection. This improvement has resulted from the professional development that has been undertaken following that inspection. The work of departments is monitored by the senior management team and the work of individual teachers is monitored by heads of department. The

sharing of good practice, recognised during this monitoring, has resulted in a general raising of quality.

8. The teaching has many strengths. These stem from the fundamental strength of the very good subject knowledge and understanding of the teachers, their love of their subject and their very clear recognition of examination requirements. As a result, teachers are able to give very clear explanations of the work as, for example, in a Year 11 chemistry lesson on displacement reactions and the identification of the resulting precipitates. They are able to draw together examples and exemplars from many different contexts to support their teaching. For example, in a Year 9 religious education lesson in which pupils were introduced to philosophy and the nature of 'reality', the teacher used examples from Plato's *Republic* through to *Animal Farm*. In many lessons, their knowledge allows them to ask probing and challenging questions both to confirm the understanding pupils have and to develop it further. This resulted in high quality debate and discussion, for example from pupils in a Year 11 Latin lesson studying the main characters in their set text. Teachers' love of their subject was effectively conveyed to the pupils, for example: in a Year 7 art lesson where the pictures the teacher had drawn together of the architecture of some modern buildings really enthused the pupils; in a Year 9 mathematics lesson where pupils were investigating how to represent and then find the sum of a geometric progression; and in a Year 11 music lesson where teacher and pupils explored new ideas and insights together. Pupils in the examination years had, in many cases, covered much of the work required for the examination. Teachers' understanding of the requirements of these examinations helps them to support pupils' revision. This was seen, for example, in a Year 13 business studies lesson where a previous year's examination and marking scheme was carefully analysed.
9. A second strength in the teaching is the high expectations that teachers have of their pupils. This is implicit in many of the previous examples. Pupils are challenged by the pace at which lessons proceed, the depth at which work is covered and the variety of activities covered in the lesson. For example, in a Year 7 French lesson, pupils recalled previous knowledge about the fictitious family they were studying; used the text to increase their knowledge of vocabulary related to hair colour and style; listened to passages on a tape from which they extracted salient information; and followed this work up by recording the points. The lesson was carried out in French. Pupils' pronunciation was corrected where appropriate and they practised and perfected their response in whole sentences. Written responses were expected to be a series of at least three accurate sentences.
10. Another major strength in the teaching is the very good use that teachers make of the resources available to them, particularly time. There being eight periods in the day, each teaching period is comparatively short. No time is allowed for pupil movement between many lessons. Nevertheless, lessons begin extremely promptly because pupils have reached the classroom rapidly and the teacher is ready. The majority of lessons begin with some reference to previous learning and a sharing of the expected outcomes from the current lesson. This structure sets the scene for the brisk pace which then follows. During the course of the lesson, activities are often precisely timed. This encourages pupils to focus their efforts and attention and is achieved without an oppressive feeling of pressure. Lessons often finish with a review of what has been achieved so that pupils can recognise the progress that has been made and are reminded of what they are expected to have learnt.
11. Pupils enjoy coming to school. They want to achieve the best that they can both for themselves and for the school. They come to lessons well prepared and ready to learn. Their generally excellent behaviour means that teaching takes place without interruption and a fast pace is maintained. In a very small number of lessons, one or two teachers had to spend some time

getting pupils' attention and application to the work. Pupils work extremely hard in using their previous knowledge and understanding in new situations. They involve themselves very fully in debate and discussion, using their considerable literacy skills to express themselves and their views very clearly. They investigate and experiment with the available resources in art, music and design and technology to create visual, aural and practical outcomes of very high quality. The excellent application of effort by the pupils leads to a similar excellence in the extent to which they acquire new skills and increase their knowledge and understanding. These excellent attitudes that they show towards their school and their work lead to very good learning taking place.

Provides excellent opportunities for learning and very good opportunities for personal development

12. The curriculum offered by the school is very well matched to the needs and aspirations of pupils and parents. Lessons are taught for approximately 26 and a half hours a week. This is longer than most other secondary schools and allows the school to provide a very good range of subjects. The curriculum in Key Stage 3 covers the requirements of the National Curriculum. It is broadened by the study of the three sciences in each year, and in Year 7 by the inclusion of drama, information and communication technology and a form period. The introduction of Latin in Year 8 and then German in Year 9 provides a stimulating, academic curriculum for these very able boys.
13. In Key Stage 4, all pupils study the three sciences, English, mathematics, religious education and physical education. They are able to choose to study an additional four subjects which will include at least one modern foreign language. An important feature is that the timetable is not drawn up until pupils have made their choices. This permits all pupils to study the subjects they have chosen. Together with the broad range of options available, this makes a very good provision. The curriculum does not meet the current statutory requirements because the school does not have sufficient specialist accommodation to allow all pupils to study design and technology. However, no pupil who chooses this subject is turned away and it is a very strong and effective option. Information and communication technology is effectively delivered through the subjects of the curriculum from Year 8, though control and data capture is under-developed compared with other aspects.
14. Curriculum 2000 has been well implemented in the sixth form and pupils going into Year 12 have twenty two subjects from which to choose the four they wish to study. Here again, the timetable is put together after pupils have chosen so that their choices are enabled. The particularly wide range and the ability to cope with the combinations that free choice generates is one of the reasons why pupils from other schools are attracted to the sixth form. Together with physical education, a key skills programme and a tutor period, this is very good provision.
15. What makes this very good subject provision into an excellent provision of learning opportunities is the extremely wide and well supported range of extra-curricular activities. The involvement of all pupils in competitive games through the taught curriculum is considerably enhanced by the wide range of very successful sports teams which operate. Over half the pupils and a very high proportion of teachers are involved in the regular training and competing of the teams. The wide range of musical groups and ensembles provides opportunities for a broad musical taste from orchestral to rock band. The level of performance of these groups is extremely high. There are many opportunities for pupils to widen their experience through foreign exchanges, work experience abroad, ski trips and involvement in international challenge. The study of subjects is extended through theatre visits, visits to art galleries and visits to the battlefields of the first and second world wars. Opportunities are provided for pupils to take part in interest clubs. Teachers

provide regular subject 'clinics' to help pupils who may be having difficulty, as well as many additional revision opportunities as examinations approach. The school's combined cadet force is well attended and provides pupils with an additional range of challenging opportunities.

16. Opportunities for pupils to develop socially are excellent. Many lessons provide opportunity for debate and discussion, encouraging pupils to listen and respond to others in a constructive way. Relationships within the school are excellent with a mutual respect between pupils and between them and teachers. Young and old, boys and girls, get on very well together. The conduct in the debating society shows a very good understanding and use of the conventions of this context. Membership of the school council, the operation of the prefect system, and the peer listeners initiative, where more senior pupils have been trained with the help of the Area Health Authority to act in a counselling role to other pupils, provide more opportunity for pupils' social development. The well-founded trust placed in pupils, demonstrated, for example, by the absence of graffiti and vandalism and the extent to which unattended belongings remain untouched in areas of the school, is evidence of a self-developed moral code. Many of the extra-curricular opportunities already referred to, together with many opportunities within the taught curriculum, provide very well for pupils' moral and cultural development. They have a well developed understanding of their own cultural heritage. While, for example in English, religious education, music and art, pupils experience and are taught to appreciate a wider cultural range, this is an aspect of their development which could be strengthened. Opportunities for pupils to develop spiritually are good with, for example, a regular opportunity for a period of reflection on the theme within main and year group assemblies. These assemblies also seek to build the very positive ethos of mutual support and celebration of success and achievement within the school. They provide a good start to the day. As only the main assembly could be regarded as an act of collective worship, the school does not meet the statutory requirement for a daily act for all pupils.

Provides very good care and support for pupils

17. The school is a very caring and happy community and as such it is highly valued by parents and pupils alike. The girls who join the sixth form are very well integrated into the school. The headteacher has succeeded in creating a shared school philosophy that each individual has huge worth and potential, that all should be encouraged to speak, and all must be heard. There is a healthy equality between the drive for academic excellence, and the desire to help young people become balanced, sensitive and well-rounded individuals. Essential elements in this are the excellent induction programme for Year 7 pupils; the scope and quality of the highly impressive extra-curricular programme which is supported by all staff and in which pupils participate very well; and the quality of relationships between all members of the school community.
18. Procedures for child protection, laid out in the staff handbook, ensure that staff know how to handle issues which arise, and at what point to hand over responsibility to a more appropriate person. Systems and advice are clear, practical and well communicated. It is accepted that problems relating to such matters as discipline and bullying will arise; it is also expected, and achieved, that they will be confronted quickly and resolved in the best interests of both individuals and the school community. Teachers know pupils very well, and most are very approachable and willing to listen. The school nurse provides excellent support and, together with trained senior pupils, is available to offer discreet guidance and counselling. An atmosphere of openness, trust, respect, and good humour prevails throughout the school. Individual interests and beliefs are consequently viewed as interesting and to be cherished; tolerance prevails because the wellbeing and dignity of each individual is paramount.

19. Academic monitoring is good and fast improving. Pupils with literacy weaknesses receive extra help, and many subjects run clinics to guide and advise pupils about their written work. Regular reports and reviews, and pupils' assessment of their own written work, are beneficial. Pupils felt to be in need of extra help, or who indicate that they are concerned about aspects of their work, have access to a mentoring system (support from teachers and sixth form pupils) beyond that offered by form and subject teachers. This was a considerable influence in significantly reducing the number of GCSE grade D passes in summer 2000 from those which might have been expected given results of earlier testing. Within departments, the quality of marking and the monitoring of academic performance and progress of pupils is variable, there being very good examples in English, physical education, art and religious education. A good quality database for checking pupil achievement across all subjects is being constructed, but its practical effectiveness is inhibited by the variation in quality of practice across subject areas.

Provides excellent leadership and very good management

20. The headteacher provides excellent leadership. He has a very clear vision that the school should provide a broad education which not only allows pupils to achieve as high an academic standard as they can but also to develop as individuals. This philosophy is shared by teachers and governors and is reflected in all that the school does. It leads to regular analysis of the effectiveness of the education provided, underlies the response to national initiatives and informs the priorities for development within the school. The headteacher has created a very effective team of senior managers with clear roles and very good delegation of responsibilities. There is some variability in the effectiveness of heads of subject.

21. All teachers are valued and the headteacher seeks to develop their expertise and make best use of their many individual strengths to the benefit of the school and the pupils. The very positive relationships that this engenders has provided the climate in which performance management strategies have been successfully introduced. Departments, including the teaching taking place within them, are monitored on a regular basis and the resulting reports are shared with departmental teachers and inform future school and departmental planning. This has led to the improvement in teaching since the previous inspection. Heads of department have a responsibility to monitor the work and they too undertake observation of the teaching of colleagues although this monitoring is not uniform across subjects and is dependent upon availability of time. Newly-qualified teachers feel very well supported by their heads of department, with whom they meet on a regular basis. Their teaching is observed by heads of department and the deputy headteacher and they are well informed and supported in routine administrative matters. Their induction programme is weaker in some aspects that need addressing at a school level, for example the opportunity to observe others teach and to visit other schools.

22. The school has close links with the Skinners' Company which provides a high proportion of the governing body. Governors bring a wide range of experience and expertise to the benefit of the school. They have a high regard for the headteacher and work closely with him and the senior teachers. They know the school well. They are supportive of the school both through the lobbying they do on the school's behalf and through their role as a critical friend. Governors are active in shaping the school development plan and committees meet regularly to plan and monitor progress. They meet their statutory duties well and are ably supported in their work by the education officer provided by the Company.

23. With voluntary aided status the school has to raise a proportion of the funding necessary to improve and develop its accommodation. In this it has been very successful over recent years. Another major building project, to provide a much needed improvement in the library facilities, an

additional science laboratory and additional classrooms to allow the removal of poor quality, hatted accommodation and release additional teaching space for design and technology, has reached the tendering stage. The appointment of a fund raising manager has been very cost-effective. Introducing Curriculum 2000 has required additional teaching to be provided in Year 12 as all pupils begin to study four subjects. There has been no increase in the funding made available for sixth form pupils. This means that the proportion of the budget being spent on sixth form provision is higher than the proportion of income that their numbers generate. Nevertheless, with the range of the curriculum offered and with the very high standards achieved, the sixth form provision is very cost-effective. The school makes regular comparison of the standards achieved with those of other Skinners' schools and with selective schools locally. There are clear links between priorities and spending. Appropriate and effective use is made of additional grants. New technology is very well used to support the monitoring of finance and pupil data. Financial systems are very secure. The school is very aware of financial constraints and great care is taken to achieve best use of the resources available.

WHAT COULD BE IMPROVED

24. Within the context of a very effective and successful school, there are some areas which are not as effective as they could be. The information and communication technology provision has comparative weaknesses in the areas of control and data capture. There could be more opportunities for pupils' spiritual development and for them to consider and appreciate other cultures. There could be more opportunities for collective worship. More pupils could study design and technology in Key Stage 4. The effectiveness of heads of department is variable in the extent to which they ensure that their team fulfils the school assessment policy, and the extent to which they monitor pupils' progress. The induction programme for newly-qualified teachers could be improved by ensuring that these teachers have opportunity to observe more experienced colleagues teach and to visit other schools. Greater guidance in reports is needed to show pupils how they might improve their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. There are no major issues which the school should address but governors and the school may wish to consider action on the lesser points mentioned above.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	34	36	13	0	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	Sixth form
Number of pupils on the school's roll	607	252
Number of full-time pupils known to be eligible for free school meals	3	0

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	7	3

English as an additional language

	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

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	122	0	122

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	121	121	122
	Girls	n/a	n/a	n/a
	Total	121	121	122
Percentage of pupils at NC level 5 or above	School	99 (100)	99 (100)	100 (99)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	89 (99)	99 (100)	97 (93)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	122	122	122
	Girls	n/a	n/a	n/a
	Total	122	122	122
Percentage of pupils at NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	98 (85)	100 (99)	94 (97)
	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	114	0

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	113	113	114
	Girls	n/a	n/a	n/a
	Total	113	113	114
Percentage of pupils achieving the standard specified	School	99 (99)	99 (100)	100 (100)
	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	65.0 (66.4)
	National	38.4 (38.0)

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

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

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
		2000	117	12

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	26.3	27.8	26.4	3.0	n/a	3.0
National	17.7	18.6	18.2	2.6	2.9	2.7

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	1
White	600
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	
Other minority ethnic groups		

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 – Y13

Total number of qualified teachers (FTE)	49.6
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	7.0
Total aggregate hours worked per week	169

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	74.9
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Average teaching group size: Y7 – Y11

Key Stage 3	29.4
Key Stage 4	22.8

Financial information

Financial year	1999/2000
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	£
Total income	2149907
Total expenditure	2136644
Expenditure per pupil	2497
Balance brought forward from previous year	60773
Balance carried forward to next year	74036

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	859
Number of questionnaires returned	578

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	4	2	0
My child is making good progress in school.	61	36	2	1	1
Behaviour in the school is good.	50	43	2	0	5
My child gets the right amount of work to do at home.	37	52	9	0	2
The teaching is good.	59	37	2	0	2
I am kept well informed about how my child is getting on.	45	44	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	4	1	1
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	37	48	10	2	2
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	62	33	2	1	3
The school provides an interesting range of activities outside lessons.	54	36	5	1	4

Summary of parents' and carers' responses

Sixty one parents took the trouble to make additional comments. Of these, 30 were wholly positive about the school and a further 23 expressed their overall clear satisfaction although they had a specific point to raise. There was an attendance of 58 at the parents' meeting. The meeting was strongly supportive of the school and its work. From this meeting and the questionnaire returns, parents are overwhelmingly pleased and satisfied with the school. No individual issue of concern was raised by more than two or three parents.