

INSPECTION REPORT

THORNHILL HIGH SCHOOL

Dewsbury

LEA area: Kirklees

Unique reference number: 107777

Headteacher: Mr S A Valentine

Reporting inspector: Mr P T Hill
6642

Dates of inspection: 4th - 6th February 2002

Inspection number: 199557

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
School address:	Valley Drive Thornhill Dewsbury West Yorkshire
Postcode:	WF12 0HE
Telephone number:	01924 324890
Fax number:	01924 324892
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Broadfield
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
6642	Mr P T Hill	Registered inspector
31718	Mrs D Shields	Lay inspector
1272	Mr I Hocking	Team inspector
4492	Mr J Ashton	Team inspector
10361	Mr F Evans	Team inspector

The inspection contractor was:

High Peak Educational Services Limited
19 Marple Road
Charlesworth
Glossop
Derbyshire
SK13 5DA

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thornhill High School is a comprehensive school catering for pupils aged 11 to 16 years. There are 713 pupils on roll. The school is situated on the south edge of Dewsbury in the centre of Thornhill, an ex-mining village. The majority of pupils come from the villages of Thornhill and Thornhill Lees with a smaller number coming from the Savile Town area. The school attracts pupils from a wide range of social and economic circumstances with a quarter of pupils from an ethnic minority background. One hundred and eighty pupils are supported through Ethnic Minorities Achievement Grant (EMAG) and one pupil is at an early stage of language acquisition. Almost a third of pupils are eligible for free school meals. This is above the national average. Over a third of pupils are on the Special Educational Needs (SEN) register. The local education authority (LEA) has made statements of special educational need for 32 pupils. The intake of the school covers a wide ability range, although overall, pupils' attainment on entry is below average with a significant number having levels of attainment which are well below.

HOW GOOD THE SCHOOL IS

This is a good and effective school. Although standards are below average when compared with schools nationally, they are above those of similar schools and the gap between the national average and the school's results is narrowing. Teaching is good overall with a significant amount of very good and some excellent teaching. This is having a direct and very positive effect on standards. The school is very well led and managed. Leadership is very strong, with the headteacher and senior managers leading by example. They ensure a clear educational direction and that the school is very successful in meeting its stated aims. The school provides good value for money.

What the school does well

- Teaching is good overall.
- Pupils' standards of achievement are rising.
- The school is a very strong inclusive environment where pupils of all levels of attainment and aptitude can thrive. There is good access and equality of opportunity to all that the school has to offer.
- The alternative curriculum and the provision in the Thorn Centre are very good and strongly encourage and support pupils' learning and their personal development.
- The school is very well led and managed by the headteacher who is very well supported by the other senior managers.
- Planning for the current development of the school and for the future, including the new and proposed building work, are very positive and are clear indications of an innovative, rapidly developing and improving school.

What could be improved

- Continue to improve standards, especially in mathematics and English.
- The school's communication with parents and the way in which achievements and developments are publicised.

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

The school is very aware of these issues and already has well developed plans to address them.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since that time it has made good improvements in almost all areas identified as key issues for development and has made very good improvements in some significant areas including leadership and management, financial management, development of the curriculum for disaffected pupils, reduced numbers of exclusions and planning for the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	E	E	D	B

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

At the end of Year 9, attainment in the national tests is below average overall. Results are average when compared to similar schools. At the end of Year 11, results in terms of pupils' average point scores at GCSE in 2001 are below average nationally, but above average for similar schools. These results are an improvement since the last inspection and, although still below the national average, the gap is closing and pupils' levels of attainment are rising and there is an upward trend over time. In some subjects, including science and art, pupils are attaining well in both key stages. By the end of both key stages, pupils are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show enthusiasm for school and are interested and involved in the activities that the school has to offer.
Behaviour, in and out of classrooms	Good. There has been a significant drop in the number of pupils excluded because of their unacceptable behaviour. In a number of lessons observed, for example in art and science, behaviour was very good.
Personal development and relationships	Satisfactory overall with good relationships between pupils and between pupils and their teachers.
Attendance	Satisfactory and improving. The school's strategies for improving the attendance of Year 11 pupils has been successful and many of these pupils now feel motivated to come to school.

Relationships within the school are good. This strength makes a significant contribution to creating a purposeful working atmosphere, fostering positive attitudes to work and to pupils' good behaviour. The school is a harmonious community: this is an important area of strength. Within the school, pupils, whatever their social or cultural background, mix well together. The school's development of an

alternative curriculum and its inclusive approach are significant in positively developing pupils' attitudes and values to each other and to their work.

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.

Teaching is an area of considerable improvement since that found in the last inspection. Teaching is good overall with a significant amount of very good teaching and some excellent teaching. The teaching of basic skills is good, as is teachers' planning; however expectations of what pupils can achieve remain variable across the school. Although, because this was a short inspection, not all lessons and areas were sampled, in the best lessons, teachers and their pupils have very high expectations of what they can do and can achieve and are highly motivated by the teachers' expertise and enthusiasm. Pupils with special educational needs, and those who are disaffected or have behavioural difficulties, are well catered for and the alternative curriculum and the Thorn Centre are strengths of the school. Support staff play a very good and effective part in pupils' learning and the good progress that most are making. Overall, the school caters well for the needs of all its pupils. As a result of good teaching and the provision to meet the needs of all pupils, pupils' learning is good and the majority are making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Key Stage 3 and good in Key Stage 4. The alternative curriculum offered to pupils in Key Stage 4 is very good.
Provision for pupils with special educational needs	Good. A very well organised area which is beginning to have a significant impact on teaching and learning throughout the school.
Provision for pupils with English as an additional language	Good. This is integral to all aspects of the school's provision. The use of the EMAG is well organised and central to supporting and improving the attainment of pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good, with very good provision for pupils' multi-cultural development.
How well the school cares for its pupils	Good, with some very good pastoral support.

A high priority is placed on promoting social harmony and on ensuring that pupils are free from oppressive behaviour: this is a strong area of the school's work. The structure provided for disaffected pupils is very good. The support provided for these pupils and for pupils with special educational needs is having a very positive effect on pupils' attitudes to school. Communication with parents is broadly satisfactory but is an area for development. The school, governors and parents all agree on this aspect.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Very positive and friendly, yet determined, leadership from the headteacher. Very clear philosophy and vision for the future. The senior management team is very strong and there is excellent teamwork between it and other key managers.
How well the governors fulfil their responsibilities	Good. Governors are knowledgeable and are very supportive of the school. They are becoming more involved in its day-to-day working and have a good understanding of the needs of the school. They have ensured that statutory requirements are met.
The school's evaluation of its performance	Very good. The school, and especially the senior managers, analyse a wide range of data and are very clear about the school's performance in relation to other schools and about what the school does well and where the areas for improvement are.
The strategic use of resources	Very good. The budget is carefully used for the benefit of the pupils. Forward planning and strategies to access resources are combined very well to improve and develop the school. This aspect is very good and a considerable strength.

Very good, strong and effective leadership by the headteacher and senior management sets clear goals and standards and is, together with the relationships that staff have with their pupils, a major factor in the harmonious and stable school community. Planning for the future needs of the school and its pupils is excellent and is based on a very clear philosophy, centred on pupils' needs. The school is very successful in meeting the needs of, and supporting, all its pupils, whatever their ability or social or cultural background. The staffing level is appropriate for a school of this size and staff are appropriately deployed. However, currently there are a number of areas, where, mainly as a result of promotion, there are staffing vacancies. The current, and proposed, development of the accommodation is very positive and will clearly provide an exciting future for the school, considerably improving the present accommodation which is unsatisfactory in a number of areas, for example for physical education and modern foreign languages. The school management clearly and effectively implements the principles of best value.

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 school expects their children to work hard and achieve his or her best. • Parents would feel comfortable approaching the school with questions or problems. • Their children are making good progress. • The school is helping their children to become more mature and responsible. 	<ul style="list-style-type: none"> • The information about how their children are getting on. • The amount of work that their children get to do at home. • The way in which the school works with parents.

The inspection findings support parents' views. There is clearly an issue for the school to address in its communication with parents. The majority of parents who filled in the questionnaire state that they feel comfortable with approaching the school. However, from the questionnaires and from comments made in the parents' meeting, it is clear that a significant number of parents do not. In recent years the school has improved its communication and relationships with parents significantly. Nevertheless there still remains work to do.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1 The school was identified, by OFSTED, on the basis of good levels of improvement in most areas of its work, as one which qualified for a short inspection. As a result not all subjects and areas of the school were inspected in detail, but most subjects were sampled. The inspection found many areas of strength and highlighted the following areas to be significant strengths.

Teaching is good overall.

2 Teaching is an area of considerable improvement since that found in the last inspection. Teaching is good overall with a significant amount of very good teaching and some excellent teaching. No unsatisfactory teaching was seen in this short inspection where not all teachers were observed. Of the lessons seen 26 per cent were satisfactory, 52 per cent were good, 19 per cent very good, and 3 per cent excellent. These proportions of good, very good and excellent teaching are high with almost three-quarters of the lessons observed being good or better.

3 The teaching of basic skills is good and the teaching of numeracy and literacy is developing well. Teachers' planning, in the majority of lessons, is good and often very good with good demonstrations and carefully thought out introductions in many lessons; however, expectations of what pupils can achieve remain variable in a few areas of the school.

4 Important features of the very best teaching include the very good teacher expertise and knowledge of their subject enabling them to set very clear lesson objectives and present stimulating and interesting material. Teachers and pupils, especially in examination sets in Years 10 and 11, have high expectations, lessons are productive and at a very good pace, and there is good challenge. The pupils know exactly what is required of them and by when. Pupils are highly motivated by the teachers' expertise and enthusiasm. As a result pupils are developing a good degree of independence in some lessons. In these lessons the work stretches all of them. Teachers have very good knowledge of test and examination requirements at both key stages and use this successfully to inform pupils of where they are at and what they require to do to improve.

5 Pupils with special educational needs, and those who are disaffected or have behavioural difficulties, are well catered for and the alternative curriculum for pupils in Years 10 and 11, and the Thorn Centre, are strengths of the school. Support staff play a very good and effective part in pupils' learning and the good progress that most are making. Overall the school caters well for the needs of all its pupils.

6 As a result of good teaching and the provision to meet the needs of all pupils, pupils' learning is good and the majority are making good progress.

Pupils' standards of achievement are rising.

7 The level of pupils' attainment is well below average when they enter the school. This is especially evident in pupils' standards in literacy.

8 However, the standards of work seen during the inspection clearly indicate that, although they remain below the national average in the core subjects of mathematics, English and science, they are improving. It is very important to note that pupils' standards of achievement are above those of similar schools, based on an analysis of entitlement to free school meals.

9 At the end of Year 9, attainment in the national tests is below average overall. They are average when compared to similar schools.

10 At the end of Year 11, results in terms of pupils' average point scores at GCSE in 2001 are below average nationally, but above average for similar schools. The GCSE five A*-C figure has risen over the past few years and continues to do so. Higher attaining pupils achieve well in GCSE examinations. These results are an improvement since the last inspection and, although still below the national average, the gap is closing, pupils' levels of attainment are rising and there is an upward trend over time.

11 In some subjects, including science and art, pupils are attaining well in both key stages. In art, an excellent example of high expectation and achievement, pupils work extremely hard and with high levels of skill. They look forward to gaining above and even well above average grades at GCSE and evidence from the inspection supports this confidence.

12 Throughout the school the majority of pupils are achieving well in relation to their strengths and aptitudes. The inclusive nature of the school's provision for all pupils is bearing fruit. This is clearly evident in improving standards and the school being selected for a short inspection rather than a full one.

13 Throughout the school the key area of literacy is developing very well. The Literacy Strategy is firmly in place in Year 7. The Literacy Co-ordinator is very effective and proactive in organising and managing the introduction of the Literacy Strategy. The approach is very well planned as the school has done some important work on literacy and oracy in response to the previous inspection. As a result standards of reading are improving and this is having a very positive effect across the school.

14 There is now a real awareness of the importance of literacy across the subjects of the curriculum. This is seen not only in English but also in science, the humanities and other subjects. Teaching in many subjects has now more focus on the specialist vocabulary of the subject and on the structure of lessons. The progress lessons for Year 7 pupils involve them in their own learning. Pupils enjoy the lessons and see them as a continuation of the learning experiences of their primary schools.

15 The numeracy strategy, another key approach to improving standards in all areas of the curriculum as well as mathematics, is progressing well given that this is at an early stage. The school has implemented the strategy well within the provision made for Year 7 pupils and it is well organised and taught.

The school is a very strong inclusive environment where pupils of all levels of attainment and aptitude can thrive. There is good access and equality of opportunity to all that the school has to offer. The alternative curriculum and the provision in the Thorn Centre are very good and strongly encourage and support pupils' learning and their personal development.

16 As can be seen from the section on information about the school, Thornhill High School takes pupils from a wide and varied range of home and cultural circumstances. A quarter of the school's pupils come from an ethnic minority background, with 180 pupils supported through Ethnic Minorities Achievement Grant (EMAG). Almost a third of pupils are eligible for free school meals and over a third of pupils are on the Special Educational Needs (SEN) register. The intake of the school covers a wide ability range, although overall, pupils' attainment on entry is below average with a significant

number having levels of attainment which are well below. This presents the school with a challenging mix of individual and group need.

17 All staff work hard to promote a harmonious community and a curriculum which is relevant to the needs of individuals and to groups of pupils. Equality of opportunity is a part of the school's statement of vision and goals and is linked very closely to the equal opportunities policy and the multi-cultural policy. The school's rapidly developing links with the community show a determination to reflect community and pupils' needs in its work and are once again imaginative and far reaching in their scope.

18 The Thorn Centre is especially effective provision. It is very good accommodation for the initiative and is very well resourced. The environment is of high quality and encourages and motivates pupils who work there in the inclusions unit and on the alterative curriculum. The centre is designed to provide support, courses and direction for a range of pupils, many of whom are disaffected or not enjoying some aspects of their school life. There is full time alternative curriculum provision for 11 Year 11 pupils and part time provision for a number of Year 10 pupils. The courses are a mixture of GCSEs, ASDAN Youth Award, Certificates of Education and work experience. The centre also provides a sanction area for pupils who have behavioural problems in class and who are disruptive. These pupils are removed from classes where their poor behaviour has a negative impact on the learning of other pupils, and spend an appropriate period of time working on their own under strict supervision. As a result of the alternative curriculum offered, mainly in the Thorn Centre, attendance has improved and the rate of exclusions has fallen.

19 The Thorn Centre is very well led and managed. The co-ordinator is extremely enthusiastic and very knowledgeable. The centre is well organised with very efficient recording, monitoring and evaluation. Every pupil visit to the inclusion centre is logged in detail and filed and the information well used to improve individual pupils' performance.

20 Throughout the school the special needs provision is developing well. This is true not only of the work done in the Thorn Centre but in many classrooms. The new co-ordinator is beginning to work with departments and with individual teachers to ensure that the needs of all pupils identified as having special educational needs are met within the classrooms and subjects. Where they need more specialist or individual support this is provided very effectively by all staff, including support staff. Teamwork between teachers and support staff is often of a very high level and a very important factor in the progress that pupils with SEN make.

The school is very well led and managed by the headteacher who is very well supported by the other senior managers.

21 Overall, the leadership and management by the headteacher are very good and are the key feature in the school's improvement, steady at first, and now gathering considerable momentum. He is friendly, yet determined, very positive in his actions and has a very clear philosophy and well-defined vision for the future. The school, over the past four or five years, has been through a considerable amount of change. At the time of the last inspection in March 1998 the headteacher had only been in post for a few months and was already beginning to identify areas for development and an agenda for school improvement. Besides low standards there was a considerable budget deficit mainly as a result of previous spending to improve the fabric of the school buildings. The headteacher inherited buildings which were in need of considerable development to bring them up to standard. There have been substantial improvements in this area and the plans for redevelopment are well advanced.

22 A number of areas have been re-organised and improved and are now very notable and successful. For example, the senior management team (SMT) has developed into a very flourishing and efficient group: this is a major development and is credit to all concerned; governors have very effective systems in place and are clearly aware of the school's strengths and areas for development as well as having a good and informed view of future direction and policy; financial management is of a very high quality; and, systems for inclusion and behaviour management are very good and having a profound and significant effect throughout the school.

23 The quality and teamwork of the senior managers are at a very high level. During the inspection it was very clear that a strong philosophy underpins the structure of the team and their individual roles. The deputy headteacher and two assistant heads play a very significant part in the smooth and efficient running of the school and in its future direction. The structure is clearly defined and very effective with roles and responsibilities based on the school's needs. The quality of monitoring and evaluation is very good, as is the analysis of data and of performance. This analysis is very effectively used to plan strategies for school improvement and for raising pupils' levels of attainment.

24 An equally strong feature of the work of the SMT is the strategy which links them to middle management. This has been introduced together with the implementation of performance management and underpins quality assurance and standards in departments.

Planning for the current development of the school and for the future, including the new and proposed building work, are very positive and are clear indications of an innovative, rapidly developing and improving school.

25 This is clearly linked to very good leadership and management, but is so significant a part in school development and the future that it merits highlighting as a separate strength of the school. The headteacher, together with the senior managers and the governors, have a very clear view of the school's future needs and direction. The quality of some areas of the school buildings and the curricular provision, for example the lack of facilities for physical education, the poor condition of many of the temporary buildings and the changing and developing needs of the pupils, all combine to provide a quite daunting task. These tasks have been tackled in an imaginative and opportunist way. Direction and need have been clearly identified in the school's very good quality development plan. The headteacher, a main driving force in this, the SMT and governors, together with the Local Education Authority have identified areas of funding from local and national initiatives and used these to the considerable advantage of the school. A very good example of this imaginative use of funding and resources can be seen in the development of the Thorn Centre which provides an alternative curriculum and success for many of the pupils who have become disaffected and/or unsuccessful within the normal Key Stage 4 curriculum and examination structure. Most areas of the buildings are improving, and in a number of areas the provision is now good. Through the Public Private Partnership this will increase considerably. With the new developments about to take place, the school can look forward to providing its pupils with a stimulating, quality environment which will enthuse as well as provide up-to-date accommodation.

WHAT COULD BE IMPROVED

Continue to improve standards, especially in mathematics and English.

26 Standards are clearly improving and the school is closing the gap between the average standards achieved by pupils in both key stages and the national average. Already, in Key Stage 3 English, the

standard of work seen in lessons is in line with the national average. In 2000 the average total GCE/GNVQ points score per pupil, when compared with the average nationally, was well below average. In 2001, while still below average, it had improved. Compared with the average points score of pupils in similar schools, standards were above average. This shows a clear and steady improvement trend. During the inspection, the standards of work seen, although still below average, were not as low as those indicated in the GCSE examinations.

27 The school is clearly aware of the need to maintain efforts to improve the overall level of achievement by the end of both key stages. The monitoring, evaluation and analysis of data is very thorough and is being fed into target setting and, in some departments, into teaching, learning and lesson planning with the clear intention of continuing to raise standards. The school's well developed strategies for guidance and support of pupils, including the pastoral system, complement the subject based work very well and support all aspects of pupils' development, so encouraging them to higher levels of achievement and self confidence.

The school's communication with parents and the way in which achievements and developments are publicised.

28 This is another area where the school is aware of the need for some further development and a considerable amount of work has been done on this in the recent past. However it is clear that there remains work to be done as, from the Parents' Questionnaire and from comments made at the Parents' Meeting, some are unclear about important aspects of their childrens' education and the success of the school. The appointment of a publicity officer to celebrate school accomplishments and ensure that parents and the community are aware of the good levels of improvement and of pupils' achievement is a clear indication of the importance of high-quality communication to the school and of the determination to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education and raise standards even higher, the governors, headteacher and staff should:-

- Continue to improve standards, especially in mathematics and English. (Paragraph 26)
- The school's communication with parents and the way in which achievements and developments are publicised. (Paragraph 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	19%	52%	26%	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	713	N/a
Number of full-time pupils known to be eligible for free school meals	199	N/a

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	32	N/a
Number of pupils on the school's special educational needs register	260	N/a

English as an additional language	No of pupils
Number of pupils with English as an additional language	180

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	8.3
National comparative data	8.1

Unauthorised absence

	%
School data	1.0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2001	73	75	148

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	36	37	42
	Girls	43	33	41
	Total	79	70	83
Percentage of pupils at NC level 5 or above	School	53 (62)	47 (49)	56 (47)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	16 (14)	20 (25)	16 (13)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	18	37	35
	Girls	30	39	42
	Total	48	76	77
Percentage of pupils at NC level 5 or above	School	33 (23)	51 (64)	53 (42)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	11 (3)	28 (31)	12 (8)
	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

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2001	72	69	141

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	23	61	68
	Girls	25	61	67
	Total	48	122	135
Percentage of pupils achieving the standard specified	School	34 (30)	87 (77)	96 (89)
	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	33
	National	39.0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	84
Pakistani	90
Bangladeshi	3
Chinese	0
White	535
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	3	0
Pakistani	16	0
Bangladeshi	0	0
Chinese	0	0
White	37	0
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

Financial information

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	42.1
Number of pupils per qualified teacher	16.6

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	17.0
Total aggregate hours worked per week	438

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	71.9
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Average teaching group size: Y7 – Y11

Key Stage 2	N/a
Key Stage 3	24.3
Key Stage 4	20.3

Financial year	2000
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	£
Total income	2097328
Total expenditure	2057337
Expenditure per pupil	2846
Balance brought forward from previous year	-45225
Balance carried forward to next year	-5234

Results of the survey of parents and carers

Questionnaire return rate

26.5%

Number of questionnaires sent out	713
Number of questionnaires returned	189

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	27	50	14	6	3
My child is making good progress in school.	33	48	14	2	3
Behaviour in the school is good.	28	47	15	3	7
My child gets the right amount of work to do at home.	28	43	19	6	5
The teaching is good.	26	51	12	4	7
I am kept well informed about how my child is getting on.	29	37	22	11	2
I would feel comfortable about approaching the school with questions or a problem.	41	41	8	3	4
The school expects my child to work hard and achieve his or her best.	50	38	6	3	4
The school works closely with parents.	28	44	13	11	4
The school is well led and managed.	24	50	7	8	12
The school is helping my child become mature and responsible.	28	51	12	5	4
The school provides an interesting range of activities outside lessons.	26	42	13	6	13