

INSPECTION REPORT

Parkstone Grammar School

Poole

LEA area: Poole

Unique reference number: 113903

Acting Headteacher: Mr D Triplow

Reporting inspector: Mr T M Jardine
12890

Dates of inspection: 4th – 7th December 2000

Inspection number: 223718

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Foundation
Age range of pupils:	12 – 18 years
Gender of pupils:	Girls
School address:	Sopers Lane Poole Dorset
Postcode:	BH17 7EP
Telephone number:	01202 697456
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Wicks
Date of previous inspection:	9 th February 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a girls' grammar school situated on the outskirts of Poole. It is about average in size with a total of 1011 students, including 332 in the sixth form. About two thirds of the students come from Poole and the rest mainly from Dorset. Although the percentage of students eligible for free school meals is well below average, students are drawn from a wide range of socio-economic backgrounds. Very few students come from ethnic minority families and of these all speak English fluently. The proportion of pupils with special educational needs is low and the proportion of pupils with statements of special educational needs is well below average. The attainment of students on entry to the school in Year 8 is very high. The school is similar in most respects to that at the time of the last inspection, except that the overall number of students has increased by fifteen per cent and the size of the sixth form by twenty-two per cent.

HOW GOOD THE SCHOOL IS

Parkstone Grammar School is a very effective school. Students' achievements, attitudes, behaviour and personal development are excellent; the quality of teaching and the leadership and management are very good. It provides very good value for money and the cost effectiveness of the sixth form is very good.

What the school does well

- Attainment at the end of Years 9, 11 and 13 is very high compared with all schools.
- The school is self-critical and takes steps to improve its performance.
- The combination of very good teaching, a wide range of learning opportunities and highly motivated students result in most students fulfilling their potential academically, socially and in their personal development.

What could be improved

- Aspects of the spiritual development of students.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in February 1996. The improvement in the National Curriculum test results at the end of Year 9 is in line with the national average. Although the rate of improvement in the school's average total GCSE points score was below the national trend it has remained very high. The average A/AS-level points score of candidates entered for two or more subjects has improved faster than the national trend. The overall quality of the teaching and learning has improved from good to very good. Good progress has been made with most of the key issues. The quality of relationships between senior staff and teachers, severely criticised in the last report, is now excellent. Teaching and learning styles, especially in the sixth form, are more diverse and frequently require students to learn independently. Standards in mathematics and science subjects have risen. The provision of information technology in all subjects has improved and students' capabilities are now assessed at the end of Year 9. There is a clear policy and strategy for the continued development of information technology to sustain these improvements. Personal and social education is now timetabled and continuity and progression are now good. The number of non-teaching staff to support the curriculum has been increased but there is still a need for more support for information technology. The school has tried to improve curricular liaison

with its contributory schools and has had some success in reducing the extent to which pupils repeat work in Year 8 already covered in their previous school. Other improvements include the management of pastoral care, partnership with parents and the provision for students with special educational needs.

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*	A
A-levels/AS-levels	A*	A*	A*	

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Students make good progress throughout the school. Students are recruited from the top 16 per cent of attainment in Year 8 and by the end of Year 9 their results are in the top five per cent of attainment compared with all schools nationally, where they stay until the end of the sixth form. In comparison with other grammar schools the results are well above average at the end of Years 9 and 11.

GCSE results have remained in the top five per cent of schools nationally since the last inspection although the rate of improvement is below average. In 2000, the proportion who gained higher grades (A*-C) in English, mathematics and science was very high compared to all schools. The proportion of students who gained higher grades in all subjects was significantly higher than the national average. Compared to other grammar schools GCSE results in 2000 were well above average: the results were very high for English, above average for mathematics and average for science. The school's target for 99 per cent of pupils to gain five or more A*-C grades at GCSE in 2001, is appropriate. However, the official target for the average GCSE points score per pupil of 58 is too low, bearing in mind the figure achieved in the year 2000 was 66.5. This has been recognised by the senior management team and the governors who are aiming for an appropriately high figure.

Results in the national tests for 14-year-olds, during the period 1996 to 2000, have been very high for English, mathematics and science. In 2000, the overall results were well above average compared to similar schools.

Results for A-level were in the top five per cent of schools nationally in 2000 and have been so for the last three years.

Standards of work seen are very high overall: they are very high at the end of Years 9 and 11 and well above average at the end of Year 13. This is consistent with the most recent examination results. The high standard of literacy enables students to produce excellent coursework in a range of subjects. The standards of students' presentations is very high due to their ability to listen well, collaborate closely and marshal their arguments. Similarly students' high mathematical ability is evident in science, information technology and geography. Standards of literacy and numeracy are very high. Some students show weaknesses in mental arithmetic due to lack of practice.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: attitudes to school are exceptionally positive. Students are keen to make the most of the opportunities offered by the school.
Behaviour, in and out of classrooms	Excellent.
Personal development and relationships	Excellent: students' personal development is excellent and relations are first rate.
Attendance	Good.

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.

The overall standard of the teaching seen was very good. Of the 69 lessons seen the teaching was excellent in 24.6 per cent; very good in 33.3 per cent; good in 31.9 per cent and satisfactory in 10.1 per cent. There was no unsatisfactory teaching.

The overall quality of teaching and learning seen in English, mathematics and science was very good in each subject. Examples of excellent teaching were seen in drama, mathematics, science, business studies, information technology, history, geography, religious education and psychology.

Such a high standard of teaching is characterised by a number of good features. Excellent relationships between self-motivated students and teachers give rise to a highly co-operative environment in which learning thrives. Teachers' appropriately high expectations of all students increase students' confidence that they can reach high standards. Teachers' high degree of subject knowledge and their enthusiastic presentations inspire students to learn. Teaching methods that require students to think critically about the topic under consideration improve students' ability to learn independently. Homework is well used to prepare for forthcoming lessons, to reinforce work done in class and to develop independent learning. Teachers take due account of the targets set for students with special educational needs. Students' information technology skills are not fully exploited in all subjects. There is a well-considered and highly effective literacy policy that is carefully monitored and is becoming school wide. Students have very good opportunities to take part in discussion and debate, which aids their learning and in role-play, which extends their imagination and speaking. Basic literacy skills are well and specifically taught.

Numeracy is well developed in a number of subjects such as science, technology, information technology, geography and history as well as mathematics. The mathematics department is addressing the issue of weakness in mental arithmetic skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: all students have access to a broad and balanced curriculum that meets the requirements of the National Curriculum. Insufficient time is given in Years 10 and 11 to teach the agreed syllabus for religious education. The quality and range of opportunities for study in the sixth form are a strength of the school. An extensive range of extra-curricular activities is available to all students.
Provision for pupils with special educational needs	Very good: they make very good progress in all subjects in relation to the targets set for them.
Provision for pupils with English as an additional language	Very good: they progress as well as other students.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: students have a strong sense of right and wrong and accept responsibilities very willingly. Relationships with staff are excellent. Subject teaching makes a good contribution to students' spiritual development but the lack of time to teach the agreed syllabus for religious education in Years 10 and 11 and the failure to provide a daily act of collective worship are shortcomings.
How well the school cares for its pupils	Good: the ethos of care and mutual respect throughout the school is very strong. Health and safety procedures and child protection measures are firmly in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: they work well together as a team and offer each other mutual support. Communication with all staff is excellent and staff are included in the formation of policies and plans. Relationships between staff at all levels are excellent.
How well the governors fulfil their responsibilities	Very good: the governing body has made remarkable progress in the last six months ago. It understands its role well, operates professionally and has a clear strategic view of the school. It has excellent relationships with the acting head and senior staff and has moved quickly to create direct links with subject departments in order that it can better support the work of the school and act as a critical friend.
The school's evaluation of its performance	Very good: improvement has been achieved through the monitoring and evaluation of lessons, academic standards and students' progress. Staff are self-critical and anxious to improve their performance.

The strategic use of resources	Very good: detailed planning is used to ensure resources are matched to need. Staffing costs are carefully controlled and anticipated. School plans are costed and prioritised in the annual budget. Best value is achieved by ensuring the most advantageous prices are obtained, for example by efficiently providing its own school meals.
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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 high expectations of the school • The good behaviour • The good progress made by students • Students enjoy school • The good teaching • The school helps students to mature 	<ul style="list-style-type: none"> • Excessive pressure due to the quantity and distribution of the tasks set for homework • The number, organisation and timing of parents' meetings to discuss students' progress

Inspectors agree with the positive features identified by parents but consider that the school is doing all it can to address those features they would like to see improved. The school recognises that links with parents were not always good in the past but the drive by the current leadership to improve relations with parents is already evident. Teachers set a considerable amount of homework but the school does try to control the amount and distribution of the workload to make it manageable. Many students are highly conscientious and find it hard to moderate their efforts. Teachers are willing to be flexible about deadlines for handing in homework. Parents' criticisms of the extent to which they are informed about the progress of their daughters are not supported. The school fulfils its legal requirement to report the progress of students. In addition in Years 9, 11 and 12 parents are invited to attend a 20 minute interview with a member of staff and their daughter to help make decisions about her future. Year 8 parents get a chance to meet the teachers at a wine and cheese evening in the first term. Teachers are willing to see parents by appointment at other times.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment at the end of Years 9, 11 and 13 is very high compared with all schools

1. The most comprehensive measurement of students' attainment is the points score.
2. The average student's National Curriculum points score at the end of Year 9 in 2000 was 43.5, over ten points more than the national average. In terms of students' progress this means that students are over ten terms ahead of the average 14-year-old. In comparison with other grammar schools the points score is well above average. The trend in the school's National Curriculum points score is broadly in line with the national trend.
3. The school's average total GCSE/GNVQ points score for students in 2000 was 66.5 compared to the national average of 38.7. As most students take ten GCSE subjects this means that the average student is achieving the equivalent of nine grade As and one grade C (grade A is seven points and grade C three points). In comparison with other grammar schools the points score was well above average. The trend in the school's average total GCSE/GNVQ points score was below the national trend but has remained very high.
4. The average A/AS-level points score for students taking two or more subjects in 2000 was 27.4 compared to the national average in 1999 of 18.2. The A/AS-level points score has risen since 1996 at a rate faster than the national average.

The school is self-critical and takes steps to improve its performance

5. At all levels of the school, staff are keen to improve their performance and the way they work for the benefit of the students.
6. The new chairman of the governing body was anxious to ensure that governors fully understood their role, formed direct links with the school and were fully accountable. She instigated a training programme for the governing body, agreed a code of practice that was published in the annual report to parents and set up links between subject departments and individual governors. Staff said they appreciate the closer links and feel that the governing body is supportive of their work.
7. The acting head has taken steps to ensure teamwork and mutual support amongst senior staff. The senior management team meet weekly and relations between them are excellent. Teaching and non-teaching staff are treated equally well. All members of staff have had the opportunity to contribute to the school improvement plan. In addition staff were involved in the appointment of the new headteacher who is due to take up her post in January 2001. Teamwork is well-established in subject departments. Staff feel that relationships between them and the senior staff, severely criticised in the last inspection report, are now excellent.
8. Although A-level results are very high compared to all schools and at least as good as other grammar schools the school recognises that there is still room for improvement. For example, analysis of A-level results show that although most subjects reach the standard expected by the school, bearing in mind the excellent GCSE results of the students, about a quarter fall below. The school has set targets for these subjects to improve that has given rise to a steady increase in the expected

A-level results since 1998. Geography has changed its scheme of work, made greater use of target setting, introduced focused reading lists, given students a better overview of the course and produced a glossary of key terms and definitions. Physics has introduced a new syllabus more attractive to girls and given extra help to those not studying A-level mathematics. Biology provided extra help in writing long essays after analysing the marked scripts from the examining board and gave additional lectures on contemporary issues in biology. The work seen in these subjects during the inspection confirms that they are on target to improve their expected A-level results even further in 2001.

9. Even subjects whose results are very good by any standards continue to improve. In the last five years results in GCSE English Language have improved to the point where 75 per cent of candidates obtain A* or A grades and all get at least a B grade. Likewise results in GCSE English Literature have improved from 62 per cent A* plus A grades to 69 per cent and again all candidates get at least a B grade. In mathematics, GCSE results have improved from one third A* and A grades in 1996 to two thirds in 2000.
10. A Year 12 tracking scheme has been introduced this year in an attempt to monitor and improve progress. The tracking sheet records progress in individual subjects by the student and the tutor. The sheets are monitored by the Year 12 form tutor who adds comments and discusses targets. Students feel that the scheme is helpful. In addition they are very appreciative of teachers who always have time for them and are prepared to give them extra tuition in their own time.
11. Pastoral care and links with parents have improved since the last inspection. Management of pastoral care is now devolved to the tutor team and year heads. Heads of year have a clearer pastoral care role and take primary responsibility for oversight of students' progress and communication with parents. Parents appreciate the 'open door policy' of the heads of year that aims to create a partnership with them. Parents are expected to telephone the school if their daughter is absent, otherwise the school contacts them. Letters to the headteacher from parents are now acknowledged immediately in response to complaints that they were not being answered previously. Parents are now told when things are going well as well as when they are going wrong.

The combination of very good teaching, a wide range of learning opportunities and highly motivated students results in most students fulfilling their potential academically, socially and in their personal development

12. Numerous examples of outstanding teaching to well-motivated students that led to very high standards were seen during the inspection.
13. A Year 9 drama lesson produced ensemble work of an exceptional standard. The teacher displayed a very good knowledge and understanding of Harold Pinter's play 'Mountain Language' that enabled students to understand fully the concept of naturalism as a style of acting. Her expertise was used to plan the lesson with clear learning objectives. Searching questions by the teacher developed the understanding of the students and increased their confidence. Students worked well in small groups, helping one another to learn and wasting no time. Excellent relationships between the teacher and the students meant that students were willing to accept criticism and able to improve their work in the light of the teacher's analysis. Students were fully involved in assessing their own and each others' work. The students' response was excellent, they were very interested and eager to succeed.

14. A Year 13 further mathematics class, concerned with the separation of variables, used techniques commonly found in first year degree courses. The teacher's subject expertise enabled him to respond efficiently and effectively to students' problems. The teacher's friendly manner encouraged students to think carefully about the topic and created enthusiasm. The teaching methods were a good balance between contributions by the teacher and questioning students to check their learning and to develop their understanding. The students worked hard and learned quickly reaching a very high standard of attainment.
15. A Year 11 physics lesson began by ensuring that relevant prior learning was fully understood. The very well planned practical session consisted of a short series of experiments interspersed with oral work to consider what had been seen and what the students thought was happening. This approach led to some excellent independent discovery and learning that displayed students' considerable talent for investigative science. The students were very well motivated and keen to learn. The main points were thoroughly consolidated at the end of the lesson.
16. The outstanding external examination results of religious education are a result of the excellent teaching of the subject. In a Year 13 lesson students achieved standards above A-level when considering the proposition, 'religious teachings are no longer relevant in today's secular society'. Students were expected to build up a diagram summarising the arguments for and against the proposition based on the teacher's input and their own thoughts. The teacher has a profound knowledge and understanding of his subject and a passion for teaching. Students' thinking was challenged through questioning. The students responded to the considerable philosophical challenges of the lesson with enthusiasm. They could quote biblical references to support their case. By the end of the lesson students had a profound understanding of the issues involved and an excellent ability to analyse them.
17. As well as offering a good range of options at GCSE and over 20 A-level subjects the school also has a comprehensive range of activities that enrich the curriculum which show that the school is not merely concerned with developing academic talents. Such activities are, in the main, open to all students but also serve to meet the needs of gifted and talented students. They include: additional academic studies; preparation for higher education and careers; fostering information and retrieval skills; a host of clubs and societies; many opportunities for students to take responsibility; eight music groups; competitive and recreational sport; visiting speakers; competitions; day and residential visits linked to every subject.
18. In class, several examples of high achievement were seen in a range of subjects. A Year 8 chemistry class understood complex terms such as activation energy and understood the value of catalysts to industry. Students took an active part in an animated and committed discussion about memory and drew expertly on several sources of evidence to research the topic in a Year 12 psychology class. Students studying information technology in Year 13 displayed a broad and deep knowledge of computing and the ability to apply it to their project. Students showed they understood the feelings and attitudes of the time when they role-played child workers and mill owners and took part in a debate on child labour in a Year 9 history class. A Year 9 geography class showed a thorough understanding of the effect of the use of resources on the environment in their homework, which included appropriate use of information technology to improve presentation and to provide data. A Year 13 English class were able to identify themes, techniques and images in the poetry of Edward Thomas and showed particular skills of analysis and synthesis.

19. Students' commitment and achievement outside class is also impressive. Students are keen to take on responsibilities such as representatives for the school council, for sport or for their tutor group. They take such duties seriously and report back comprehensively to their tutor group during form time. They are keen to take part in assemblies, show parents around the school and help during open evenings. One assembly seen was led by the mathematics department and involved students explaining how mathematics can be used to make fairer decisions. There is a strong tradition of fund raising for charity, each year the six year groups devise activities to raise funds and between them collect thousands of pounds. The school has been awarded the Sportsmark status, in recognition of its provision of a high standard of sport for all students. Last year the school reached seven national finals in a range of team and individual sports. The orchestra plays a leading part in school musical events in Poole. The school has a long record of success in public speaking competitions and won the national final last year. There is a waiting list for students who want to take part in the Duke of Edinburgh award run by the school and students are keen to achieve the highest levels.

WHAT COULD BE IMPROVED

Aspects of the spiritual development of students

20. There are weaknesses in the arrangements for the spiritual development of students. The school does not provide a daily act of collective worship. In the three assemblies inspected only one included a brief prayer and time for reflection. Form time did not include any act of collective worship. The time allocated to religious education in Years 10 and 11 is insufficient to teach the agreed syllabus for religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve the arrangements for spiritual development by providing enough time to teach the agreed syllabus for religious education in Years 10 and 11 and by strengthening the spiritual dimension of assemblies and form time in order to meet the legal requirement to provide a daily act of collective worship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
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
24.6	33.3	31.9	10.1	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	1011	332
Number of full-time pupils eligible for free school meals	18	-

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	20	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	6.3
National comparative data	7.9

Unauthorised absence	%
School data	0.0
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		2000 (1999)	- -	160 (166)	160 (166)
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 5 and above	Girls	160 (166)	159 (160)	159 (160)	
Percentage of pupils at NC level 5 or above	School	100 (100)	99 (100)	99 (100)	
	National	63 (63)	65 (62)	59 (55)	
Percentage of pupils at NC level 6 or above	School	98 (96)	99 (98)	97 (99)	
	National	28 (28)	42 (38)	30 (23)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Girls	159 (166)	161 (166)	159 (166)
Percentage of pupils at NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	65 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	99 (98)	99 (100)	97 (92)
	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

		Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year		2000 (1999)	- -	165 (157)	165 (157)

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	Girls	165 (157)	165 (157)	165 (157)
Percentage of pupils achieving the standard specified	School	100 (100)	100 (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	66.5 (64.5)
	National	38.4 (38.1)

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

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 (1999)	- -	171 (146)	171 (146)	
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	-	27.4 (26.3)	27.4 (26.3)	-	Nil (4.7)	Nil (4.7)
National	17.7 (17.7)	18.6 (18.1)	18.2 (17.9)	2.6 (2.7)	2.9 (2.8)	2.7 (2.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	3
White	995
Any other minority ethnic group	4

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	54.9
Number of pupils per qualified teacher	18.4

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	7
Total aggregate hours worked per week	235

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78
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Average size of teaching group

Financial information

Financial year	1999/2000
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	£
Total income	2,835,666
Total expenditure	2,825,726
Expenditure per pupil	2,869
Balance brought forward from previous year	263,784
Balance carried forward to next year	273,724

Key Stage 3	25.6
Key Stage 4	23.6

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1011
Number of questionnaires returned	432

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	5	2	0
My child is making good progress in school.	54	39	2	0	5
Behaviour in the school is good.	44	49	1	0	6
My child gets the right amount of work to do at home.	26	56	13	2	3
The teaching is good.	40	51	4	0	6
I am kept well informed about how my child is getting on.	20	46	19	4	11
I would feel comfortable about approaching the school with questions or a problem.	47	39	7	2	6
The school expects my child to work hard and achieve his or her best.	75	22	1	0	1
The school works closely with parents.	20	50	19	3	9
The school is well led and managed.	25	50	9	4	12
The school is helping my child become mature and responsible.	46	46	5	1	3
The school provides an interesting range of activities outside lessons.	44	42	8	1	5