

INSPECTION REPORT

QUEEN MARY'S GRAMMAR SCHOOL

Walsall

LEA area: Walsall

Unique reference number: 104262

Headteacher: Mr Stuart Holtam

Reporting inspector: Dr R G Wallace
1050

Date of inspection: 25 – 27 September 2000

Inspection number: 223729

Inspection carried out under section 10 of the Schools Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Grammar (selective)

School category: Voluntary aided

Age range of pupils: 11-18

Gender of pupils: Boys, with some girls in the Sixth Form

School address: Sutton Road
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Appropriate authority: The Governing Body

Name of chair of governors: His Honour Judge P J Stretton

Date of previous inspection: February 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queen Mary's Grammar School is a boys' selective school with 662 pupils on roll at the time of the inspection, including a small number of girls in the Sixth Form. About two-thirds of the pupils are white from UK heritage, a fifth are of Indian ethnicity, with small numbers of black pupils and those of other ethnicities. About 10% of pupils speak English as an additional language, although none is at an early stage of learning English or in need of support. There is a very small number of pupils with special educational needs, none of them requiring additional support beyond that of the class teacher. The attainment of all pupils on admission to the school is well above the national average, as determined by the selection tests. The school serves a stable population with very few pupils leaving or joining the main school other than at the normal admission age of 11. Pupils from other schools, particularly girls, are admitted to the Sixth Form.

HOW GOOD THE SCHOOL IS

The school is working effectively to enable most of its pupils to achieve at the appropriate standard for a grammar school, with results that are similar to the national grammar school averages in Key Stage 3 Standard Assessment Tasks (SATs) and GCSE, and very high results at A Level. The pupils are well behaved and courteous, taking the many opportunities offered to exercise responsibility and show initiative. Teaching is mostly good or very good, but with some weaknesses. Parents are very supportive of the school, which is well led and managed. The school is giving satisfactory value for money.

What the school does well

- The school enables the majority of its pupils to achieve high standards in their work at GCSE and very high standards at A Level.
- Standards in mathematics are outstandingly high for all age groups.
- There is a high proportion of good and very good teaching.
- The school provides a good environment for learning and for the pupils' personal development, with a wide range of extra-curricular activities and opportunities to exercise responsibility.
- The pupils' behaviour and attendance are very good.

What could be improved

- Standards in English at Key Stage 3 are lower than they should be.
- Standards in science at Key Stage 3 and in biology at GCSE are lower than they should be.
- There is some unsatisfactory teaching by individuals.
- Some pupils at the lower end of the school's ability range are not making sufficient progress.
- Information and Communications Technology (ICT) is not used sufficiently in some subjects.

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 February 1995. It has mostly maintained the high standards noted at that time, and attainment at the highest levels has risen. Attainment in the Key Stage 3 SATs has declined overall a little since the previous report, although attainment in mathematics has been consistently high over the same period. All three core subjects improved in 2000. The GCSE results have altered little overall during this period, but the proportion of results graded A* and A has risen. At A Level the average points score has been similarly very high each year, but with an increase in the proportion of A-B grades.

The previously high standards of behaviour and personal development have been maintained. Provision for ICT and the pupils' skills have improved greatly, although there is still insufficient use of ICT in some subjects. The National Curriculum is now adequately covered, except in this regard to ICT. Strong subjects at the time of the last inspection remain so, whilst there has been a big improvement in the quality of art. There has been a big improvement in planning for the school's development. The previous budget deficit has been eliminated. The policies and procedures previously lacking are now in place.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A*	A*	A*	C
A Levels/AS Levels	A*	A*	A*	N/a

Key

well above average A

above average B

average C

below average D

well below average E

In 1999, the most recent year for which there are national comparisons, the overall Key Stage 3 results were similar to those for grammar schools as a whole; however, the results in English and science were below the average for grammar schools. It was only the well above average results in mathematics that enabled the school as a whole to match the national grammar school average for the three subjects combined.

Attainment at GCSE is very high, indicated by the A* in the table above (top 5% of schools), when compared with all schools, and average when compared with grammar schools nationally. Within that overall performance, there are variations between subjects. In 1999 the results in English and mathematics, based on A*-C grades, were similar to those of other grammar schools, and in mathematics there was an above-average proportion of the highest A* and A grades. Pupils in both subjects did better than in the average of all their other subjects. In science, the physics results in 1999 and both the physics and chemistry results in 2000 were comparable with or better than those in other grammar schools. The physics results in 2000 were particularly good. The results in biology in both years were lower than they should have been. Above-average proportions of pupils achieved A*-A grades in 1999 in design and technology, German, English literature, religious education and geography.

Between Key Stage 3 SATs in 1997 and GCSE in 1999 the pupils made the same progress as did pupils in other grammar schools.

A Level results, assessed by the average points score, have been consistently high in recent years, with a high proportion of A and B grades. The weaknesses in science at Key Stage 3 and biology at GCSE are eliminated at A Level. The mathematics results are outstandingly good; there were 45 entrants in 1999 and more than half achieved the top A grade.

The school has achieved its previous targets and set new GCSE targets that are quite challenging.

Work in some lessons, mainly at Key Stage 3 is not as challenging as it should be. The factor in this is not the subject but the individual teacher. In these lessons the pupils do not achieve as they should. There is a need for more monitoring by heads of departments to ensure greater consistency mainly at Key Stage 3 but also at Key Stage 4.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to school work and the many other opportunities offered.
Behaviour, in and out of classrooms	Behaviour in lessons is very good, with only occasional exploitation of weaknesses in teaching. The pupils are courteous and well behaved around the school, showing maturity and initiative.
Personal development and relationships	Relationships are good. The school offers many opportunities, both in lessons and in the many extra-curricular activities, for pupils to develop.
Attendance	Attendance is very good.

A particular strength of the school is that it can offer the pupils so many opportunities to exercise responsibility, show initiative and take a lead in organising activities.

TEACHING AND LEARNING

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

In two-thirds of lessons, the teaching is good or very good. It is unsatisfactory in about one in ten lessons. The weaknesses relate to individual teachers rather than to departments. The best teaching is at GCSE and A Level, where rigour and enjoyment of learning are equally evident. These qualities of learning are often, but not always, present at Key Stage 3, and again the differences are between individual teachers, not subjects or departments.

In the light of disappointing Key Stage 3 SATs results in English, changes have been made to the teaching of literacy, and the 2000 results showed the first improvement for some years. There remains a need for some teachers of other subjects more effectively to promote greater accuracy in spelling and punctuation at Key Stage 3. Standards of numeracy are very high.

They are effectively promoted by a combination of a brisk pace and support for individuals. The wider support in the school as a whole for those pupils who are attaining less well is sometimes insufficient. The school is aware of this and is prepared to tackle it.

Good teaching is enabling most pupils to make satisfactory progress from Key Stage 3 to GCSE and very good progress from GCSE to A Level. Progress between admission to the school and Key Stage 3 in 1999 was very good in mathematics, but insufficient in English and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and complies with National Curriculum requirements. There is insufficient use of ICT in some subjects. Extra-curricular activities are very good.
Provision for pupils with special educational needs	The school complies with statutory requirements for the very small number of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Many good opportunities are provided for the pupils to develop personally. There are many cultural and social activities. Moral and social questions are well covered in many subjects, including personal and social education lessons. Lessons in religious education, as well as other subjects such as English and music, promote the pupils' spiritual development.
How well the school cares for its pupils	Teachers know the pupils well and are committed to their welfare. Pastoral arrangements are good. Satisfactory child protection procedures are now included in the revised staff handbook.

The range of A Level courses in the Sixth Form meets the needs of the pupils and attracts pupils from other schools. ICT is well used in some subjects, but sometimes not by all teachers of those subjects. The teachers' knowledge of their pupils is a strength of the school's pastoral arrangements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher, supported by his senior colleagues. There is no overall responsibility for science, which is taught as three separate subjects, with some weaknesses. More monitoring of classroom work is needed.
How well the governors fulfil their responsibilities	The chairman of governors has very good knowledge of the school. The governors have wide and appropriate experience.
The school's evaluation	The analysis of data is used well to set targets for pupils. It is not

of its performance	used sufficiently to assess the school's contribution to the pupils' progress over time – the value-added element.
The strategic use of resources	The school uses its resources well to achieve its aims and gives satisfactory value for money.

The school needs to move more rapidly in its planned direction to increase the monitoring of classroom work. It applies the principles of best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They all (100% of those responding to the questionnaire) consider that the school has high expectations. • Almost all parents feel comfortable about approaching the school with a problem. • 94% think that the teaching is good. • They are pleased by the excellent range of extra-curricular activities. 	<ul style="list-style-type: none"> • At the meeting there were several criticisms of arrangements for extra-curricular music. • Some parents consider that the marking of the pupils' work is less rigorous and helpful at Key Stage 3 than with older pupils.

Inspectors endorse the parents' overall favourable view of the school, but consider that some teachers do not have high enough expectations of the pupils at Key Stage 3. Parents criticised extra-curricular activities in music for the relative weakness of instrumental and orchestral work. Parents, supported by pupils when they were being interviewed by an inspector, also objected to the rule that compels all pupils who are learning instruments to sing in school choirs. Inspectors found that choral music is a very strong feature of the school and that music is well taught, with very good examination results.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables the majority of its pupils to achieve high standards in their work at GCSE and very high standards at A Level

1. The academic results of the school are high. The pupils are selected on the basis of their ability as assessed by tests set by the school. At GCSE in 1999 the pupils achieved standards that were similar to those of other grammar schools, and the pupils make similar progress from Key Stage 3 SATs to GCSE as do those in other grammar schools. Results in both English language and English literature are comparable to those of the grammar school average, with pupils in these two subjects doing better than in the average of all their other subjects. In science the pupils did as well as other grammar schools in physics and chemistry, but not in biology; pupils did not do as well overall in science as they did in the average of all their other subjects. Amongst the other subjects, design and technology, German, geography and religious education had higher proportions of A*-A results than in most grammar schools. Standards in physics and chemistry were much higher in the 2000 results than previously. Some pupils are entered a year early for mathematics and French, with good results.

2. At A Level the school has consistently achieved an average points score that is well above the national average, even without including general studies which raised the score to 28 in 1999, compared with a national average of 18. In 2000 there was an increase in A-B grades to 63% of entries - a very high proportion. A feature of the 2000 results was a big improvement in history to match the school result for A-B grades.

3. The trend in results in recent years and since the previous OFSTED inspection report has been static at GCSE and A Level, based on average points scores, and upward when based on the proportion of pupils achieving the higher grades.

4. Most pupils have high standards of literacy, are articulate and confident when speaking and can write well for a variety of purposes. Pupils in Year 9, when given demanding work in English, use a wide vocabulary and appreciate the subtleties of language. Older pupils, in both Years 11 and 13, can respond to their teachers' challenging English lessons, for example to make detailed textual analysis in Year 13. Standards of spelling, punctuation and grammar are generally high. Standards of numeracy are very high, as a result of the pupils' abilities, good and demanding teaching and the enthusiasm for the subject that is generated. Standards in physics and chemistry are also high. The standards of work seen during the inspection at Key Stage 4 and in the Sixth Form were generally high.

Standards in mathematics are outstandingly high at all levels

5. Standards in mathematics are outstanding throughout the school and have been so for several years. In 1999, the only year for which the school considers that it has reliable Key Stage 2 SAT data, giving an indication of the pupils' attainment on admission to the school, the pupils' attainment in mathematics was already higher than in English and science. Indeed the average level for pupils aged 11 was higher than Level 5 which is the national expectation for pupils aged 14. Nonetheless, the mathematics results achieved by the school are outstanding for all pupils. At Key Stage 3 the SAT results in mathematics are well above the average for grammar schools nationally and there has been a consistency of achievement over several years.

6. At GCSE the pupils achieved similar results for grammar schools on the basis of A*-C grades, but with a higher proportion of pupils achieving A* and A than found nationally in grammar schools. In 2000, more than two-thirds of the year group achieved A* and A grades. At A Level in 1999, half the pupils in the school's Year 13 were entered for mathematics and half of those achieved A grades. This achievement was repeated in 2000.

7. The teaching seen during this short inspection indicated a high level of challenge for pupils, with good support for those who needed it. The pupils were enthusiastic and committed to their studies. The teaching was well balanced between class instruction, the exploration of ideas and individual guidance. Mathematical knowledge and skills are also used in other subjects, notably science and geography.

There is a high proportion of good and very good teaching

8. Two-thirds of lessons were taught well or very well. The teachers of these lessons were fully in command of their subject material, presented it in a stimulating way, challenged the pupils to think and saw the need for a rapid pace with able pupils.

9. In English the teachers used a variety of approaches, including drama and detailed textual analysis as appropriate to the groups, to increase the pupils' understanding of characters, their motives and the relationship between them. A high appreciation of the subtleties of language was developed. In a Year 11 mathematics lesson on the cosine formula the teacher used focused questions to challenge pupils, putting them on the spot, but evoking good responses from pupils who were used to the approach and welcomed it. They were interested and stimulated. Year 9 pupils in a physics lesson were similarly stimulated during a lesson on sound waves. There was an appropriate balance between the fundamental science and the need for a focus on the requirements of SATs. There was good pace, with no time lost when activities were changed. The Year 13 pupils studying design and technology were deeply involved in their work on major projects, three-dimensional pieces for specified clients whom they had already met.

10. In a Year 9 geography lesson the teacher expected pupils to make deductions from previously known facts and could rely on their ability to record accurately in their notebooks. These same characteristics were evident in a Year 13 geography lesson on centralisation and counter-urbanisation. Several teachers require pupils to evaluate their own work and that of other pupils, emphasising that if criticisms are made, solutions have also to be offered. This was seen in a Year 13 lesson where pupils engaged in role-play activities that required them to speak at length in German. The important skills of deduction, recording and evaluation are being widely promoted in the school, including at Key Stage 3 by the best teachers.

11. Standards in art are clearly rising rapidly as a result of very effective teaching. Rapid improvements in skills and techniques, covering the range required by the National Curriculum, are now being achieved. In music, challenging and skilled teaching is allowing pupils to achieve at a high level. In a Year 8 rugby lesson, attitudes were good, with effective use of group work and a proper regard for safety. Pupils were required to think about their moves and there was a good balance between a proper regard for rules and conventions and the use of imagination and invention.

The school provides a good environment for learning and for the pupils' personal development, with a wide range of extra-curricular activities and many opportunities to take responsibility

12. The orderly atmosphere and the naturally good behaviour and commitment that the pupils bring to school ensure that a good environment for learning is created. The wealth of other opportunities open to the pupils promotes their personal development effectively.

13. Moral and social questions are frequently raised and discussed in lessons, for example in English literature, Latin, religious education and drama. They are also covered in the personal and social education programme. Environmental questions are covered in geography. The relevance of history and economics to the modern world is given due importance. The pupils have excellent opportunities to take part in choral works, performing, for example in the Verdi *Requiem*, Carl Orff's *Carmina Burana* and Walton's *Belshazzar's Feast*. Smaller works are performed by a chamber choir. There are instrumental groups and a jazz band. There are also opportunities for pupils to take part in drama productions: in recent years these have included *King Lear*, *The Resistible Rise of Arturo UI* and home-grown musicals and entertainments. The school has a strong fixture list with other schools and fields many teams, especially in rugby, hockey, cricket and cross-country running. The Combined Cadet Force, which is a voluntary activity, is popular with older pupils, providing many opportunities for outdoor activities and the development of leadership skills. All pupils have use of the school's own centre in Wales. There is good use of field work, for example in biology, to extend school-based studies.

14. A strong feature of the school is that it enables pupils of all ages to show initiative and take responsibility. The school council is a lively body, able to speak freely, although not always, as might be expected, achieving its goals. It is chaired by the school captain, and its members speak with confidence. Posts of responsibility are held by many pupils. The pupils are able, in some lessons as appropriate, to work together and take the lead in formulating their ideas and presenting them to others.

The pupils' behaviour and attendance are very good

15. Behaviour in lessons is very good, with only rare aberrations with a few teachers. The pupils are mostly interested in their work and are serious in undertaking it even when the material being covered is difficult or uninteresting, or in some cases, insufficiently demanding on their abilities. Behaviour around the school is also good. There is a relaxed atmosphere outside lessons. Attendance rates are very high, enabling classes to make good progress as no or few pupils have missed previous lessons.

WHAT COULD BE IMPROVED

Standards in English at Key Stage 3 are lower than they should be

16. The Key Stage 3 SAT results in English have fallen steadily at a time of rising national results for several years until 2000. The school's results are below the national average for grammar schools. In 1999 a new head of department confronted this problem and the English department has introduced approaches in each of the three years of Key Stage 3 to bring about an improvement. It is too early to judge whether these will be effective, but it can be said that

they are a sensible response to the problem and that the results in the first year since they were introduced have reversed the previously inexorable trend.

17. There are some weaknesses in spelling and punctuation, mostly at Key Stage 3, surprisingly so in the light of the pupils' general abilities. Whilst most pupils have an impressive written and oral vocabulary, write with imagination and style, and appreciate nuance in language, these basic technical flaws remain. The books of some pupils at Key Stage 3 contain, in all their subjects, incorrect spellings that are noted by teachers, corrected and then repeated. More direct, brief teaching of individuals is needed to sort out such problems. The pupils, who are able but have such weaknesses persisting into Year 9, are capable of learning some simple rules of spelling and punctuation which will eradicate their problems. The same pupils often spell difficult subject-specific words correctly.

18. Outside English there is insufficient writing at length, so that the pupils do not practise in other subjects the skills that they learn in English. Some teachers of other subjects do not have the same high expectations as in English lessons and, although standards of English are mostly satisfactory in these subjects, the pupils are capable of more sophisticated tasks, demanding higher levels of language competence, than those sometimes set.

Standards in science at Key Stage 3 and in biology at GCSE are lower than they should be

19. The 1999 Key Stage 3 SATs in science were below the national average for grammar schools. Although they improved in 2000, they were largely unchanged from 1996 at a time of rising national performance. There were variations in the quality of teaching seen at Key Stage 3, with some that was insufficiently challenging for these able pupils.

20. At GCSE in 1999 the proportion of A* and A grades in physics was similar to that for grammar schools nationally, whilst the proportions for chemistry and biology were lower. The pupils taking science did worse overall than in the average for all their other subjects. The 2000 results in physics were higher than in 1999 and greatly exceeded the grammar school average. Those for chemistry improved and also exceeded the national average for grammar school. There was little improvement in the biology results. Only 28% of the school's entrants for biology in 2000 achieved grades A* and A, compared with the national average for grammar schools (1999 figure; 2000 figure not yet available) of 51%. These pupils that achieved only 28% A* and A-in biology were the same pupils who achieved 77% in physics and 59% in chemistry. The attitudes of pupils in some GCSE biology classes is markedly different from that in other science subjects and this is reflected in their standards of work. This weakness in biology has existed for some time and needs to be overcome without delay.

There is some unsatisfactory teaching by individuals

21. Whilst the balance of teaching quality is markedly towards the good and very good, there is some unsatisfactory teaching. Teaching was unsatisfactory in about a tenth of lessons. The contrast between lessons with the same groups of pupils is marked. With some teachers, indeed the large majority, the pupils are interested, stimulated and committed. The same pupils in another lesson can be well behaved but not engaged in their learning, marking time or occasionally misbehaving. Whilst in most lessons all pupils arrive with their textbooks, in one class a third of the pupils came without them, even though in their final GCSE year. When the pace of learning was too slow, as in another Year 11 class, pupils who were very well behaved in other lessons became disaffected. Some unchallenging teaching was saved

by the attitudes of the pupils who lifted their own learning to an appropriate level. There is a need for more rigorous monitoring of teaching quality by senior staff and by heads of department.

Some pupils at the lower end of the school's ability range are not making sufficient progress

22. The pupils are currently admitted to the school on the basis of the average of two tests, one in verbal reasoning and the other in non-verbal reasoning. All pupils admitted are well above average in attainment and potential, but there is nonetheless a range. Some of the pupils at the lower-end of the school's range can achieve more than they do at present.

23. In mathematics, pupils of all abilities are given challenging work and those in difficulties are given individual support in lessons. This is not always the case in some other subjects. In some lessons, particularly at Key Stage 3, the work is insufficiently challenging for most pupils. Whereas the abler and better-motivated pupils succeed without challenge, through their own attitudes, abilities and effort, the less able do not. They lack the drive and capacity to make satisfactory progress without the right demands and support from teachers.

24. Much marking at Key Stage 3 is unhelpful to such pupils in raising their standards. It exhorts but does not diagnose and advise. Parents comment and inspectors confirm that marking is much more rigorous in the later GCSE and A Level examination years.

25. A more extensive use of the special educational needs register would not be an appropriate response to this weakness, but there is a need for the school to identify those pupils who need additional support at Key Stage 3, so that teachers can provide it. There are examination targets for older pupils, with school examinations and other tests used to indicate whether the pupils are working at the appropriate level to achieve their targets. Methods need to be devised at Key Stage 3 for the pupils at the lower end of the school's ability range to ensure that such pupils are also being brought up to the levels of which they are capable.

Information and communications technology (ICT) is not used sufficiently in some subjects

26. The school has greatly improved its provision for the teaching of ICT and raised the standards of the pupils' skills since the last OFSTED report. There are now formal lessons and improved access to equipment. The pupils' general ICT skills are now satisfactory overall and very high in some cases. The second ICT room is insufficiently used during lesson times. Most pupils use ICT for wordprocessing and information retrieval, although its use for efficient drafting of work is not widespread. The use of ICT in subjects is patchy. It is routinely used in some subjects, for example in music for composing and in mathematics for graph work. In some subjects ICT is used routinely by one teacher and rarely by another. No survey has been carried out by senior staff to establish what use of ICT is being planned by subjects in their schemes of work, or subsequent monitoring conducted to confirm the use of ICT in practice, other than monitoring the use of the ICT suite. The school is aware of the need for more ICT training for the staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should tackle these matters to maintain the school's progress:

- (1) raise standards in English at Key Stage 3 (paras 16-18) by:
 - continuing with the methods adopted in September 1999
 - tackling persistent technical errors (punctuation and spelling) by some pupils in English lessons
 - adopting a school-wide policy for identifying pupils with persistent weaknesses and ensuring that all teachers are reinforcing the remedial action formulated by the English department
 - ensuring that the types of writing, particularly extended writing, used in English lessons are practised in some other subjects;

- (2) raise the standard of science at Key Stage 3 and of biology at GCSE (paras 19-20) by:
 - establishing clearer lines of responsibility for Key Stage 3 science
 - careful monitoring of teaching by senior staff with action to follow if improvement is not achieved;

- (3) tackle some weaknesses in teaching (para 21) by:
 - establishing classroom observation and monitoring as a school routine, so that inadequacies are identified early and rectified
 - carrying out surveys of pupils' books to check the quality and helpfulness of marking
 - taking appropriate action in any cases where weaknesses are not promptly overcome;

- (4) raise the achievement of those pupils, mainly at Key Stage 3, who are not doing as well as they should (paras 22-25) by:
 - identifying the pupils
 - ensuring that they receive specific support in tackling weaknesses
 - improving some teaching as above, so that stimulating, well-structured lessons, currently the majority of lessons, challenge the pupils uniformly
 - improving the marking of pupils' work, so that pupils are not just exhorted to do better but given clear indications of what is needed for improvement;

- (5) ensure that ICT is used in subjects throughout the curriculum, as appropriate, (para 26) by:
 - requiring all subjects to indicate clearly in their schemes of work how they are providing for the use of ICT as set out in the new National Curriculum
 - ensuring that all staff are competent in the use of relevant ICT programmes
 - having progress monitored by a senior member of staff responsible for the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	38	25	9	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	478	184
Number of full-time pupils eligible for free school meals	13	0

Special educational needs	Y7 - Y11	Sixth Form
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	10	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	66

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	7.9

Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys
	1999	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	94	94	94
Percentage of pupils at NC Level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	63 (73)	62 (60)	55 (54)
Percentage of pupils at NC Level 6 or above	School	88 (98)	100 (100)	84 (94)
	National	28 (42)	38 (35)	23 (25)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 6 and above	Boys	94	94	94
Percentage of pupils at NC Level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	64 (70)	64 (65)	60 (63)
Percentage of pupils at NC Level 6 or above	School	94 (98)	100 (100)	84 (94)
	National	31 (38)	37 (37)	28 (31)

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
	1999	95

GCSE results		5 or more grades A*-C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	93	95	95
Percentage of pupils achieving the standard specified	School	98 (99)	100 (100)	100 (100)
	National	46.6 (44.6)	90.9 (89.9)	95.8 (93.4)

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

GCSE results		GCSE points score
Average points score per pupil	School	61 (63)
	National	38 (36.8)

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
	1999	83	9	92

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	28.3 (28.0)	25.1 (22.0]	28.0 (27.8)	0	0	0
National	17.7	18.1	17.9 (17.6)	N/a	N/a	N/a

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	5
Black – other	3
Indian	140
Pakistani	13
Bangladeshi	1
Chinese	13
White	467
Any other minority ethnic group	10

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	1	0
Chinese	1	0
White	11	0
Other minority ethnic groups	0	1

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

Teachers and classes

Qualified teachers and classes: Y7-13

Total number of qualified teachers (FTE)	39
Number of pupils per qualified teacher	17

FTE means full-time equivalent.

Education support staff: Y7-13

Total number of education support staff	6
Total aggregate hours worked per week	195

Deployment of teachers: Y7-13

Percentage of time teachers spend in contact with classes	82.7%
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Average teaching group size: Y7-11

Key Stage 3	25.1
Key Stage 4	24.0

Financial information

Financial year	1999-2000
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Total income	1,860,090
Total expenditure	1,850,267
Expenditure per pupil	2,779
Balance brought forward from previous year	26,744
Balance carried forward to next year	36,567

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	663
Number of questionnaires returned	418

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	3	1	0
My child is making good progress in school.	55	37	4	1	3
Behaviour in the school is good.	51	44	2	1	2
My child gets the right amount of work to do at home.	38	51	8	1	2
The teaching is good.	52	42	2	0	3
I am kept well informed about how my child is getting on.	53	36	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	1	1
The school expects my child to work hard and achieve his or her best.	87	12	0	0	0
The school works closely with parents.	45	42	8	1	3
The school is well led and managed.	69	27	2	0	3
The school is helping my child become mature and responsible.	57	37	3	1	3
The school provides an interesting range of activities outside lessons.	61	31	5	1	2