

INSPECTION REPORT

RICARDS LODGE HIGH SCHOOL

Wimbledon, London

LEA area: Merton

Unique reference number: 102673

Headteacher: Mrs. S. C. Oviatt Ham

Reporting inspector: Mr. D. Pittman
16976

Dates of inspection: 12th – 14th November 2001

Inspection number: 223733

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: 12 to 16

Gender of pupils: Girls

School address: Lake Road
Wimbledon
London

Postcode: SW19 7HB

Telephone number: 020 8946 2208

Fax number: 020 8971 9700

Appropriate authority: The governing body

Name of chair of governors: Mr Alex Youel

Date of previous inspection: 20th November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ricards Lodge High School is a 12-16 comprehensive community school for girls, in the London Borough of Merton. It is a popular school and is oversubscribed; there are 817 students on roll. Very few of the students live in the area immediately around the school; most travel from the other side of the borough, with some from neighbouring boroughs. The attainment on entry is about average. The number of students eligible for free school meals is currently 136 [17%], which is above the national average. There are 185 students on the register of special educational needs [23%] which is above average; 12 students have statements. The proportion of students with emotional and behavioural difficulties has risen since the last inspection. 177 students [22%] speak English as an additional language (well above average), with 17 being at an early stage. Urdu and Bengali are the most frequently spoken home languages.

HOW GOOD THE SCHOOL IS

Ricards Lodge is a very good school. The outstanding leadership and management shown by the headteacher promote a high standard of education. Attainment is well above average and the progress of students is very good. Standards of teaching are good. The confidence and assurance of students are raised significantly through the work of the school. Relationships are good; there is a strong sense of community where everyone is valued. The school provides a caring yet challenging environment, which encourages students' personal development. There is a shared commitment to improvement amongst the staff; they work hard to achieve common goals. The school provides good value for money.

What the school does well

- Standards of attainment are well above average by the end of Year 11. Students' achievement is much better than would be expected, given their attainment on entry to the school. Standards of literacy and numeracy are good.
- The leadership provided by the headteacher and senior staff is very good and has promoted a culture of success within the school.
- The school's management makes very good use of data to ensure high standards of work.
- The good quality of teaching promotes effective learning amongst students.
- The provision for the spiritual, moral, social and cultural development of students is very good. The broad range of experiences helps develop mature, responsible students.

What could be improved

- Access to information and communication technology (ICT) facilities is limited; there is insufficient continuity in the ICT provision for all students in Years 10 and 11.
- The standard of behaviour of a small minority of students is unsatisfactory; attentiveness and listening skills are limited.
- Overall levels of attendance are just below national averages, more so in Years 10 and 11.

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 continued to make good progress since it was last inspected in 1995. Standards of attainment in GCSE examinations are higher; the trend of improvement in these examinations is above the national average. Results in both French and German have risen considerably. However, performance in the National Curriculum tests has been more variable. The school has developed an effective 'Review' system which enables staff to carry out detailed value added analysis of progress. The school is able to identify and systematically monitor the work of different groups of students. Target setting is used extensively to improve standards. The school has appropriately amended its curriculum to provide a more equitable distribution of time for art and design, music and modern languages. Since the last inspection, the school has developed a teaching and learning policy to achieve consistency of practice and raise standards; the senior leadership team has been effectively monitoring its implementation. The provision of resources and funding for the resource centre has improved. The range of books and other resources now more closely reflects the school's multicultural dimension. The use of

funding and the deployment of specialist staff in special educational needs are more focused and appropriate. The school has successfully built upon its good practice in multicultural education through curricular activities, assemblies and organised events. The levels of unauthorised absence have fallen significantly, but overall attendance figures continue to remain below the national average. The statutory requirements for collective worship are not met but there are now more opportunities provided for spiritual development in the curriculum.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
GCSE examinations	B	A	A	A	well above average A above average B average C below average D well below average E

Results in the national tests for 14-year-olds were above national average in 2001. Results in English were well above average and were significantly higher than performances in similar schools. Attainment in mathematics and science matched the national average. In comparison with similar schools, results in mathematics were above average and in science they were in line with the average. The trend in performance in the core subjects has been below that of the national picture. However, the overall results in 2001 were well above the average for schools with students from similar backgrounds.

GCSE results in 2001 were well above the national average and also in comparison with similar schools. Results in these examinations have been consistently above average, and have improved to be well above in the last two years. The performance in most subjects was significantly above national results, with particularly high standards being achieved in art, design and technology, drama, geography, physical education and textiles.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most students are attentive to their teachers and concentrate well on their work. The majority are well motivated to learn and succeed.
Behaviour, in and out of classrooms	Good. Students are well behaved in lessons and around the school. A small minority of students are inattentive and poorly behaved, particularly in Year 9. The use of permanent exclusions is rare; fixed term exclusions have risen in the past two years, principally as a result of a 'challenging' year group now in Year 11.
Personal development and relationships	Good. Students show increasing confidence and maturity as they progress through the school. The good relationships between staff and students contribute significantly to the school's ethos. Students show respect for the opinions of others.
Attendance	Satisfactory. Attendance is marginally below national averages.

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.

The overall quality of teaching is good. There were examples of very good teaching in a number of subjects; examples of excellence were seen in design and technology, art and drama. Teaching is very effective in meeting the needs of students.

The quality of teaching is good in English and science; teaching in mathematics is satisfactory. There are no subjects in the school where teaching is less than satisfactory. The skills of literacy and numeracy are taught well. Across the school, the main strengths in the teaching are the teachers' knowledge of their subjects, the detailed and effective planning and comprehensive assessment procedures. Students are 'known' well; the rapport and positive relationship between staff and students are noticeable features of most lessons. In a minority of lessons low level talking, calling out answers and unclear responses are tolerated and not tackled. In these situations the pace of the lesson is adversely affected.

The result of the teaching is good quality learning, where students gain new knowledge and understanding at a rate that is much better than would usually be expected. Most students work hard and concentrate well on their studies, even when teaching lacks the inspirational element of the best lessons. Students work well on their own initiative and organise themselves efficiently; generally a considerable amount of effort goes into written work and homework. In a few lessons students are inattentive and show poor listening skills. Students with special needs learn well and make good progress. Students who are learning English as an additional language are given appropriate support, but insufficient resources are having an impact on the continuity of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Subject planning provides good breadth and balance. Statutory requirements are met. The programme for personal, social and health education and the provision for careers education are good. All students follow a religious education course. The curriculum is enhanced considerably by subjects such as drama, design and technology and the extra-curricular provision.
Provision for students with special educational needs	Good. Students are well supported in class and through withdrawal lessons to improve basic skills; individual education plans are effective in identifying needs. A group of gifted and talented students has been identified; support for them is as yet not so focused.
Provision for students with English as an additional language	Satisfactory. Appropriate support is given to both students and staff. However, effectiveness is limited by the lack of resources and sufficient support staff. A helpful 'buddy' system is used between early learners and more confident speakers.

Aspect	Comment
Provision for students' personal, including spiritual, moral, social and cultural development	Very good. The provision for students' moral, social and cultural development is very good; spiritual development is good. Students are friendly and courteous with a well-developed sense of right and wrong. The multicultural dimension of the school is appropriately recognised and successfully celebrated.
How well the school cares for its students	Good. The school links very well the academic and pastoral aspects of students' development. Good procedures are in place for child protection and there are very thorough systems for ensuring the health and safety of students.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Strong leadership is given by the headteacher and senior staff. Many heads of department and pastoral leaders offer high quality leadership and management.
How well the governors fulfil their responsibilities	Good. Governors have a comprehensive understanding of the school's strengths and weaknesses which are informed by their effective committee structure. Communication between the school and governors is open and productive. Statutory requirements for a daily act of collective worship are not met.
The school's evaluation of its performance	Very good. The school uses data exceptionally well to monitor the school's performance. Actions to bring about improvement are efficiently planned and implemented successfully. Good systems are in place for managing the performance of teachers.
The strategic use of resources	Good. Detailed planning enables resources to be efficiently deployed and priorities clearly identified.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their daughters like coming to school and they make good progress. • They feel comfortable approaching the school with problems. • They think the teaching is good. • The expectation that students work hard and achieve of their best. • The school is well led. 	<ul style="list-style-type: none"> • The standards of behaviour in some classes. • The information they get about their daughters' progress.

The inspectors agree with the positive views expressed by most parents. The inspectors did find evidence of excessive 'chatter' and inattention, which adversely affected the impact of a few lessons. The comprehensive review systems and detailed reports give a very good analysis of students' progress and achievements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in GCSE examinations are well above average; student achievement is good.

1. The school shows considerable strengths in its GCSE performance, which has been consistently good over recent years. The overall trend in improvement since the last inspection has been higher than the national picture. In comparison with similar schools for performance at the higher grades, the school's results are well above average. Results in 2000 and 2001 have shown clear improvements in raising the attainment of specific groups of students. The school's analysis of students' attainment on entry gives good evidence of added value through successive key stages. As an indicator of these high standards, two students were awarded marks in the top five for all candidates in media studies and English literature.
2. There are strengths in many areas of the curriculum, specifically in art, design technology, drama, geography, physical education and textiles where GCSE performance in 2001 was exceptionally good. The basic skills of many subjects are developed effectively. In English, students develop fluent writing skills and read well. They are articulate and can express their own ideas well. A minority of students have poor concentration and are unable to listen attentively. Standards of numeracy are good; most students can perform correct and accurate calculations when numerical problems occur in other subjects. Students can deduce conclusions from scientific investigations appropriately as, for example, in a Year 11 lesson on testing reactions.
3. Students of all levels of attainment achieve very well when compared with their standards of attainment on entry. Students with special educational needs make good progress. Students who are at an early stage of learning English are well supported and make satisfactory progress. There are continuing examples of students who entered the school with low levels of attainment going on to gain nine or more GCSEs at grades A* to C. The high standards of work seen during the inspection reflect the standards achieved by test and examination results. The standards of work in ICT are above the level expected of 14-year-olds nationally. The school sets appropriately high targets for its performance and is successful in achieving them.

The leadership provided by the headteacher and senior staff is very good.

4. The headteacher is very effective and efficient. She provides excellent educational direction for the school. She is very ably supported by other senior management staff, which promotes a good team ethos. A culture of always striving to improve has been successfully embedded; there is no complacency. All aspects of school life reflect the aims to serve the needs of all students and to value all of them equally. The school is managed with thoroughness and clear purpose to bring about improvements; this is shown, for example, in the clearly identified priorities that are formulated in the development plan. Since the last inspection, the main focus for development has been improving the quality of teaching and learning; this has been achieved very successfully. A particularly strong feature is the consistency that has been achieved in the quality of lesson planning. Within departments, there is an improving practice of lesson observation and opportunities for sharing of ideas. The commitment to improving standards and the quality of education has secured good progress since the last inspection.
5. Governors show a purposeful involvement in their work and are knowledgeable about most aspects of the school's activities. They give good support but also ask appropriate

and challenging questions to sustain the pace of change in the school. The governing body is an effective team and has good working relationships with staff. The governors successfully make the work of the school accessible to parents through their annual governors' report. Helpful information is given in the report on the progress that the school has made on its identified priorities. The prospectus is an informative document that reflects well the school's values and work.

6. The good standards of management across the school have had a positive impact on raising achievement. Management training is a school priority. There is an effective delegation of responsibilities to other managers. Along with the pastoral teams, these groups work hard to sustain standards within the school. All staff are effectively involved with working groups to address new initiatives, such as the formulation of a teaching and learning policy and the national literacy strategy. This good practice encourages a shared commitment to improvement. A particular strength of management has been the successful integration of the academic and pastoral activities. Form tutors are centrally involved in the academic monitoring and support of students.

The school makes effective use of data to ensure high standards.

7. There is an effective whole school policy on assessment that appropriately allows some flexibility for subjects to arrange their own specific procedures. The data on students that relates to their prior attainment is being used well to set expectations and targets. This enables more effective planning of work for individuals and groups.
8. A significant development has been the introduction of the review sheet system, which is designed to monitor and evaluate students' progress. Data is systematically collected in a standard manner that enables effective comparisons to be made about the students' performance in different subjects. Students have a clear and simple presentation of their progress in all of their subjects. The visual presentation gives clear messages as to areas of success and those in need of improvement; the procedure encourages students to aim for the highest standards. The school has underpinned this development by committing curricular time for staff to carry out the mentoring part of the process. A positive spin-off of the process is that it reinforces the working relationship between the form tutor and the student. The review sheets provide relevant feedback, indicate success, and provide a motivation for students to raise their standards. The completion of the review sheets enables regular updates for parents on their children's progress. There were many instances of parents being able to monitor the progress of their children from the overview of their work presented in these sheets. The system clearly has advantages in providing and promoting parental involvement. The quality of reporting to parents is good. The reports are detailed and helpful; they contain a summation of information that reflects the effective target setting developed by the school. In general, the efficiency and effectiveness of assessment procedures are making a significant contribution in the drive to raise standards.

The quality of teaching promotes good learning by students.

9. Most of the teaching observed was good, and much was very good. No teaching was unsatisfactory. Where teaching was very good, teachers used their subject knowledge effectively to help students learn. For example, in a Year 10 art and design lesson, the students' ability to change facial expressions by shading was significantly deepened by the teacher's suggestions and explanations. In a Year 9 geography lesson dealing with the USA, students' understanding of the difference between rich and poor countries was effectively helped by the teacher's challenging questions. The teacher's expertise and very good relationships with Year 10 students enthused students in a drama lesson

dealing with the text of the play 'Antigone'. The excellent use of praise and positive reinforcement throughout the lesson encouraged high levels of participation.

10. The planning and organisation shown in most lessons are a strength of the school. Students in the best lessons have a clear understanding of their aims and objectives and the work that is needed to meet those objectives. For example, in a science lesson in Year 11 dealing with testing reactions, a lot of enthusiasm was generated because of the clarity and detail of the explanation of the methods to be used. The efficiency of the organisation ensured a good pace to the lesson. The amount of work completed resulted in good standards of learning and good levels of progress. The planning of each aspect of an excellent Year 10 textiles lesson consolidated and extended students' understanding of how to complete a design brief. The work of previous lessons and the ideas discussed were effectively built upon. Students were then challenged to explain why and how their work was to be developed.
11. High expectations of student involvement, allied to very good subject knowledge, resulted in helping a Year 11 drama group come to understand the social consequences of mental illness and an empathy for the condition. In this lesson, students had high levels of sustained listening, concentrated interest and were able to make constructive contributions. The technical expertise and effective use of resources in a Year 11 lesson on African drumming produced good performances and good learning by pupils. A Year 9 ICT lesson successfully built upon students' natural interests in wildlife, by using it as a focus for writing a campaign letter to their local MP, protesting about the use of animals for research purposes.

There is a very good provision overall for spiritual, moral, social and cultural development.

12. Spiritual development is effectively provided in assemblies, religious education and through aspects of the school's work such as in English, humanities and creative arts. The school is a multifaith community and this is reflected in assembly themes. For example, in a Years 8 and 9 assembly there was a celebration of Diwali. Students performed Indian dances well, particularly as these were choreographed by one of the girls. Other students made good contributions through narration and technical control, such as sound mixing and lighting. The students in the assembly were attentive and appreciative of the performances; all showed respect for the celebration of a different culture. The theme of the assembly was a very successful celebration of the cultural diversity of the school. There are clear policies which promote moral development. In personal and social education (PSE) lessons, Year 8 students are able to reflect on moral issues through support work for charities. Students have a keen sense of right and wrong and most see the school rules as fair. The pastoral system is very good; heads of year are skilled at managing student behaviour in a way that emphasises the importance of morality to students. Students are involved in supporting charities for homeless women and the school receives many letters of thanks which are shared during assembly. These are received with great enthusiasm.

13. There are many opportunities for students to work co-operatively in lessons. Group work and role-play are effectively used as learning strategies, particularly in history and drama lessons. Students are encouraged to take on responsibility; all Year 9 students are trained to act as receptionists and take visitors to the appropriate member of staff. Students act as effective guides for visitors at open evenings and carry out their duties with confidence and skill. An innovative development is the training of students from all year groups to act as peer counsellors; they provide help and advice for students in need. There is an effective and enthusiastic school council, with representatives from each tutor group, which gives students an opportunity to participate in the running of the school. A significant number of students in Year 11 take on whole-school responsibilities as representatives in such areas as art, drama, learning support, and helping in the resource centre. Five senior students constitute the head girl team, which takes a major responsibility in representing the school on public occasions. The school has been successful in involving these students in key areas such as student behaviour and working with governors and staff; they were also involved in designing a new school prospectus. Schemes of work and activities in the school are planned to reflect its multicultural diversity; for example, an annual community day is arranged to celebrate this event. Students are involved for a full day in working in groups, on off-site projects and activities which reflect the multicultural nature of the school, for example improving the school environment for the benefit of the wider community. The community day work includes activities with disabled people, the young and the old. Students are also involved in the induction of new pupils to the school. Students produce newsletters, name badges and provide effective displays, reflecting the varied backgrounds students come from. The overall strength of this provision works well to create a harmonious and welcoming atmosphere in the school.

WHAT THE SCHOOL COULD IMPROVE

Insufficient ICT facilities; and a lack of continuity in ICT provision for Years 10 and 11.

14. The overall provision for ICT facilities is below the national average. The school has been adversely affected by staff shortages in this area and problems with hardware. The provision has been improved since the last inspection by the timetabling of separate lessons for ICT in Years 8 and 9. However, this commitment 'ties up' limited resources so that there is generally insufficient access for use of ICT within subject areas. Departments are unable to consistently build into their programme of study applications of ICT. Most subjects tend to work off short-term projects in order to meet National Curriculum requirements rather than working with computers on a regular basis. This is a particular feature in mathematics and science. Nevertheless, despite these constraints, the standard of ICT skills shown by students in Years 8 and 9 is above average. A significant proportion of students have their own computers; good examples of independent work were evident in design and technology and art.

15. In Years 10 and 11 the provision for ICT is predominantly through vocational courses such as business studies and through the National Curriculum requirements of specific subjects. The constraint of limited access to facilities results in a 'patchy' provision for students. Some subjects, such as mathematics, do not use computers sufficiently consistently to enhance students' computer skills within their area

Standards of behaviour of a small minority of students are unsatisfactory; attentiveness and listening skills are weak for some students.

16. The school has a good behaviour management policy. The standard of students' behaviour is generally positive and it is usually good in lessons. However, in some Year 9 lessons behavioural problems of a minority of students adversely affect the progress of activities. These students find it difficult to contain themselves or to concentrate. In large teaching groups teachers do not always have the time or resources to pay attention to what is needed. In these limited cases, teachers either complain about the unacceptable behaviour or tolerate it. In either case, though lessons are not badly disrupted, a wrong tone can be created.
17. Low levels of concentration and attentiveness are related to unsatisfactory behaviour. These students are not good at listening. In general, listening skills are good in a range of subjects such as history and drama but in others there are clear weaknesses. Most students are focused on their tasks, but some low-level discussion continues when teachers are speaking, and when fellow students are answering questions. In some lessons there is calling out to answer questions, or many responses with muttered replies. It would greatly assist oral work if speaking were more orderly and audible, and if the importance of good listening were observed consistently. Some teachers tend to tolerate too much background noise, but then have to stop the lesson to call for attention or 'shush' for quiet. In these cases the pace and productivity are impeded.

Attendance levels are just below the national average.

18. The school is in the process of upgrading its systems for monitoring absence. This year has been spent in ensuring that the new registration procedures are completed correctly. The areas of concern are related to the differences between attendance at Key Stage 4 and the fact that there has been a slight decline in attendance over the past four to five years. However, the school has successfully managed to achieve a reduction in unauthorised absence. The school has appropriately identified targets for attendance, but these are not sufficiently focused on relevant years or specific groups. The school now has an opportunity through these upgraded systems to generate a broader range of data to improve punctuality and attendance. Some analyses have been made but the results have not been fully acted upon. The information the school provides to parents about the importance of attendance is sometimes vague or inconsistent, for example the separate references made to attendance in the home-school agreement and the prospectus. Within the pastoral system, there are useful measures to raise the importance of attendance through the issuing of weekly certificates for the best attenders. Certificates are also awarded for 100% attendance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards the headteacher, governors and staff should:

- Improve the accessibility of ICT facilities; ensure there is continuity of ICT provision for all students in Years 10 and 11.
- Achieve a greater consistency in the implementation of the behaviour policy. Focus on improving the listening skills of some students.
- Raise levels of attendance to those in line with the national average, particularly in Years 10 and 11.

OTHER ISSUES FOR CONSIDERATION

- Improve the level of resourcing for supporting English as an additional language.
- Develop a policy statement for the co-ordination of numeracy.
- Improve the preciseness of students' targets; some targets are too vague to be effectively monitored.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	15	45	33	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	Y8 – Y11
Number of pupils on the school's roll	817
Number of full-time pupils known to be eligible for free school meals	136

Special educational needs	Y8 – Y11
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	185

English as an additional language	No of pupils
Number of pupils with English as an additional language	177

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	7.4
National comparative data	7.7

Unauthorised absence

	%
School data	2.0
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	0	204	204

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	173	140	130
	Total	173	140	130
Percentage of pupils at NC level 5 or above	School	85 (68)	69 (58)	64 (42)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	52 (21)	41 (30)	27 (17)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	155	157	128
	Total	155	157	128
Percentage of pupils at NC level 5 or above	School	76 (62)	77 (62)	63 (48)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	38 (27)	46 (34)	28 (22)
	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	0	198	198

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	0	0	0
	Girls	124	191	196
	Total	124	191	196
Percentage of pupils achieving the standard specified	School	63 (67)	94 (94)	99 (99)
	National	49.8 (47.4)	86.6 (90.6)	94.5 (95.6)

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

GCSE results		GCSE point score
Average point score per pupil	School	45.2 (46.3)
	National	38.4 (38.4)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	69
Black – African heritage	54
Black – other	41
Indian	32
Pakistani	43
Bangladeshi	23
Chinese	12
White	483
Any other minority ethnic group	60

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	12	0
Black – African heritage	5	0
Black – other	3	0
Indian	2	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	25	1
Other minority ethnic groups	5	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: Y8 – Y11

Total number of qualified teachers (FTE)	47.5
Number of pupils per qualified teacher	17.2

FTE means full-time equivalent.

Education support staff: Y8 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	258

Deployment of teachers: Y8 – Y11

Percentage of time teachers spend in contact with classes	72.7%
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Average teaching group size: Y8 – Y11

Key Stage 3	27.2
Key Stage 4	22.7

Financial information

Financial year	2000-01
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	£
Total income	2493213
Total expenditure	2607382
Expenditure per pupil	3212
Balance brought forward from previous year	129472
Balance carried forward to next year	15303

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	817
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	4	1	1
My child is making good progress in school.	52	43	1	1	4
Behaviour in the school is good.	33	50	7	1	9
My child gets the right amount of work to do at home.	30	61	7	1	1
The teaching is good.	46	47	3	1	4
I am kept well informed about how my child is getting on.	36	40	14	3	8
I would feel comfortable about approaching the school with questions or a problem.	51	44	3	1	1
The school expects my child to work hard and achieve his or her best.	73	26	1	1	0
The school works closely with parents.	32	52	8	2	6
The school is well led and managed.	54	34	1	1	10
The school is helping my child become mature and responsible.	53	41	1	1	4
The school provides an interesting range of activities outside lessons.	31	44	10	1	13