

INSPECTION REPORT

WEST HATCH HIGH SCHOOL

CHIGWELL

LEA area: ESSEX

Unique reference number: 115321

Headteacher: Mrs Frances Howarth

Reporting inspector: Dr Barbara Hilton
(OFSTED No: 3228)

Dates of inspection: 27-30 November 2000

Inspection number: 223757

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:	Foundation
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	High Road CHIGWELL Essex
Postcode:	IG7 5BT
Telephone number:	020 8504 8216
Fax number:	020 8559 2695
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ann Miller
Date of previous inspection:	27 February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Barbara Hilton (OFSTED No: 3228)	Registered inspector
Husain Akhtar (OFSTED No: 9561)	Lay inspector
Alan Brewerton (OFSTED No: 10905)	Team inspector
John Richards (OFSTED No: 10288)	Team inspector
Joyce Sanderson (OFSTED No: 1795)	Team inspector
Philip Winch (OFSTED No: 11720)	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
CAMBRIDGE
CB1 2RS

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Hatch High School is an 11-18 comprehensive foundation school in Chigwell, Essex. The total number of students is 1189, including 247 in the sixth form, which is more than in most secondary schools. The number of boys slightly exceeds the number of girls overall, this being more evident in Years 8, 9 and 11. Just over 90 per cent of the students are white and other students are from a variety of backgrounds, including black Caribbean and black African, and from the Indian sub-continent, with the largest ethnic minority group being 5.1 per cent Indian. A total of 94 students speak English as an additional language; all speak English fluently. Overall, the attainment of students entering the school in Year 7 is average. The proportion of students on the school's register of special educational needs, at just over 13.7 per cent, is a little below average and the number of students with statements, at 20, is low for the size of the school. The proportion of students eligible for free school meals, at 10 per cent across Years 7 to 11, is broadly average. The school remains popular and heavily over-subscribed, as at the last inspection. Students come mainly from four local primary schools. About half have brothers or sisters at West Hatch and the rest live within a short distance of West Hatch. The school community is similar to what it was at the time of the last inspection, except that the sixth form has doubled in size.

HOW GOOD THE SCHOOL IS

West Hatch School is a good school which has improved significantly since the last inspection. Good teaching enables students to do well: GCSE results overall are well above average. The school is very capably managed and its whole community shows strong commitment to its agreed values, generating a positive ethos of success and achievement. Leadership is clear, purposeful and set on raising standards further. The school provides good value for money overall and satisfactory value in the sixth form.

What the school does well

- Students achieve well: GCSE results are well above average.
- Teaching and learning are good overall, with many examples of very good teaching and learning.
- Provision is well organised to help students to be "The Best That I Can Be".
- Support for students with special educational needs is good: they progress well.
- Very capable management generates a strong sense of community and a very positive ethos for learning.

What could be improved

- The school's good procedures for monitoring performance need strengthening in departments to bring all teaching up to the best and raise standards further.
- Statutory requirements are not met in the provision of a daily collective act of worship, in religious education across Years 10 to 13 and in the use of information and communications technology in all 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 has made good improvement overall since the last inspection in February 1995. Notable improvement has been made in results at GCSE and at A-level. While at the time of the last inspection boys did not do as well as girls at GCSE, their results are now similar. Accommodation has been much improved, with a new mathematics, drama and dining block, a new sixth form centre, as well as improvements for many other subjects. Teaching and learning have both improved significantly. The management of resources and development planning are good, now. The school has good procedures for evaluating its performance and makes effective use of targets to raise results overall. Senior managers have a good grasp of what is successful and what needs to improve, but in a number of departments monitoring is not fully effective. Statutory requirements are now met for assessment, but are still not met for religious education (in Years 10 and 11 and the sixth form). While computers are now well used in some areas, the school is still not making as much use as expected nationally of

computers in all subjects. Bearing in mind the clear and purposeful leadership, good development planning and strong teamwork, the school is well placed to improve further.

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	B	A	A	A
A-levels/AS-levels	D	C	D	

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

In National Curriculum tests in the three core subjects English, mathematics and science, at the end of Year 9 in 2000, students overall achieved in line with the average, both for all schools nationally and for similar schools, which is the same as at the last inspection. Results at this stage in 2000 were above average in mathematics, average in English and below average in science. GCSE results are well above average, relative both to all schools nationally and to similar schools, which represents good progress across Years 7 to 11. In 2000, GCSE results in English were above average and in mathematics and science they were well above average. GCSE results in 2000 were better than the national averages in all subjects, except for art and design and technology, which were broadly average, and economics which was a little below average. Results were above average in history, well above average in French, English literature, information communications technology, music, physical education and religious education and they were high in German and geography. All students with special educational needs who took GCSE examinations gained grades, some at grade C or above: in lessons they achieve well for their capabilities. In 2000, boys and girls performed equally well, although girls had achieved better than boys in previous years. Results at A-level are just a little below the national average. Students achieve well on vocational courses: overall results are in line with the national averages, and very good for GNVQ business at advanced level. Progress across the sixth form is satisfactory. Results at A-level are much better than at the last inspection.

In lessons at the end of Year 11, standards are generally above average and in the sixth form they match course expectations. The standard of literacy is good and numeracy is satisfactory. Students do well in information and communications technology lessons, but opportunities to use computers in other subjects are not systematically provided so standards vary. Achievement in competitions, including sports, athletics and debating is outstandingly good.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: students enjoy school and work hard in lessons.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Sixth formers and older students show responsibility towards younger ones. Relationships are very good.
Attendance	Above average with little unauthorised absence.

Students are friendly, helpful and happy at West Hatch. They feel the school is theirs and participate well in its activities. They are attentive and persist in lessons and show responsibility for their own progress, including students with special educational needs. Sixth formers and older students show responsibility towards younger ones and are good role models. Students appreciate improvements which have taken place and show initiative in suggesting further developments, because they know they are listened to.

TEACHING AND LEARNING

Teaching of students	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	good	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 quality of teaching is good at West Hatch, promoting good learning. In 97 per cent of lessons teaching is satisfactory or better, in 85 per cent it is good or better, in 24 per cent of lessons it is very good and it is excellent in 15 per cent. Teaching is unsatisfactory in only three per cent of lessons. Teaching and learning in the core subjects of English, mathematics and science and in the sixth form are broadly as good as in the school overall. Literacy and numeracy for all students are systematically developed through work in English and mathematics, and students are helped to improve their skills as opportunities arise in lessons, but there is no systematic co-ordination of literacy and numeracy across the curriculum. Students with special educational needs are well supported individually, in small groups and in subject lessons. Special attention is paid to reading and writing which helps them to progress well.

Strengths of teaching include teachers' use of their knowledge to promote students' understanding as, for example, in sixth form art where students organise their work well and explore themes from many angles. Expectations are generally high of students of all abilities – and constantly so, in modern foreign languages, geography, physical education, English and mathematics – though expectations slip in occasional lessons in Years 7 to 9, as observed in graphics and science. Lesson planning is good, engaging students' interest and helping them to improve. In Year 11 English, for example, teachers select and use material about charity appeals for practice in improving grammar, writing and reading. In most subjects there are good examples of the use of information and communications technology and very good examples in the sixth form, but practice lags behind expectations in mathematics, science and design and technology. Marking is regular and sometimes includes helpful comments. More systematic use could be made of assessment, in Years 7 to 9 especially, to inform students of how they are doing and what they could do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The broad curriculum is enhanced by very good extra-curricular activities.
Provision for students with special educational needs	Learning support is well-organised and helps students to make good progress.
Provision for students' personal, including spiritual, moral, social and cultural development	Good, with particular strengths in moral and social development. Students' cultural awareness is fostered very well. Spiritual development is satisfactory.
How well the school cares for its students	Pastoral support is strong. The school is vigilant in health and safety matters.

The curriculum reflects National Curriculum requirements in all subjects, except that not all students study religious education in Years 10 to 13, and the school's provision of information and communications technology is not as strong as expected. Strengths include extra-curricular activities, particularly in physical education, music and through visits locally and abroad. Participation in community initiatives support students' personal development and understanding of citizenship very well. Opportunities in subjects - for example, in reading poetry in English - are well used to promote spiritual understanding, but they are missed in assemblies and form-times. The requirement for collective worship is not met. Links with local primary schools support the transition of their pupils into West Hatch, though there are relatively few links involving subject teachers. Personal and social education is well organised and careers education benefits from extensive business links. Heads of year know students well and are very supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Clear and purposeful leadership promotes a very good ethos for learning. Teamwork is strong.
How well the governors fulfil their responsibilities	Governors contribute strongly to school developments. Statutory requirements are met, except for the use of information and communications technology across the curriculum, religious education in Years 10 to 13, and collective worship.
The school's evaluation of its performance	Reviews and plans are well documented. Senior managers have a good sense of strengths and weaknesses, but evaluation needs improving in departments.
The strategic use of resources	Governors have a keen sense of best value.

The vision and shared values of the school are strengths, reflected in the very positive ethos of success and achievement. Very capable leadership by the headteacher and senior managers is supported by strong teamwork. Governors have steered substantial improvements, including the growth of the sixth form, the rising trend in results and new accommodation in several areas. Some weaknesses in accommodation remain, including huts, which are in a poor state of repair. Teachers are deployed effectively and non-teaching staff contribute well to the life of the school. Learning resources are adequate and the provision of computers is good. Good arrangements for reviewing teaching and students' achievement are in place but are not used consistently well to promote improvements in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good, with high expectations • Their children like the school and make good progress • Behaviour is good • Leadership and management are good • The school is approachable 	<ul style="list-style-type: none"> • Homework, which some parents feel is too much and others feel is too little • The information they receive on the progress of their children • The ways in which the school works with parents

Overall, parents are well pleased with the school, which was evident through their replies to their questionnaire and at their meeting with the registered inspector, which 34 attended. Inspectors endorse parents' favourable views. A small but significant minority expressed concern, mainly about three

issues. First, homework, which inspectors found was regularly used, although students' diaries show variation in amounts. Second, the information provided for parents: the school provides information on their children's progress termly, which is as good as most secondary schools, and also provides helpful guidance on results. Third, the ways in which the school works with parents: arrangements are good, including consultation on important issues, and it appears that parents' concern may reflect differences in style between secondary and primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Students achieve well: GCSE results are well above average

1. Students achieve well in General Certificate of Secondary Education (GCSE) examinations: their overall results reflect good progress from their level of attainment on entry and across Years 10 and 11. In both 1999 and 2000 their results for five subjects at the higher grades (A*-C) and for five subjects across the full range of grades (A*-G) were well above average, when compared with all schools nationally and with similar schools. In 1999, all students achieved at least one GCSE certificate, which is a very high proportion. This dipped to 97 per cent in 2000, which still is above average, both for all schools nationally and for similar schools. Between 1994 and 1999 the improvement in the school's GCSE results was at a faster rate than the national average. While results in 2000 were a little lower than in 1999 they represented good progress for this year group from their attainment on entry. Both boys and girls achieve better at GCSE than nationally is the case. The school makes effective use of targets to raise results overall.
2. GCSE results in the core subjects of English, mathematics and science were good in 2000. Results in English were above average, relative both to all schools nationally and to similar schools, and in mathematics and science they were well above average. Results were better than the national averages in all subjects, except for art and design and technology which were broadly average, and economics, which was a little below average. Results were above average in history, well above average in English literature, French, information and communications technology, music, physical education and religious education, and they were high in German and geography. This overall good pattern has been maintained for several years and had started to develop at the time of the last inspection.
3. Standards in lessons by the end of Year 11 are above average, overall. In English, written work is well expressed and in higher-attaining classes the writing of students is well above average: they use evocative vocabulary and maintain good accuracy, as in reflective pieces on 'memories'. Students in middle-attaining classes set out their ideas clearly. While their evaluation of characters in *The Merchant of Venice* is good, they show less sensitivity to the use of language and quotations than higher-attaining students; the standard and accuracy of their written work are about average. Lower-attaining students communicate enjoyment of books they have read using appropriate vocabulary and they set out their ideas clearly but inaccuracies of spelling and punctuation bring down the standard so it is a little below average. Students are encouraged in English to evaluate their own work and identify areas for improvement and this is helping to raise standards. Standards in Year 11 mathematics lessons are above average, overall. Students in higher-attaining classes handle abstract ideas, for example, algebra, well. They distinguish different types of equations – such as linear, quadratic, square and cubic equations – and link them with their correct graphs, making use of criteria such as intercept and shape. Middle-attaining students understand the main features of linear and quadratic equations. Students in lower-attaining classes have secure understanding of more straightforward topics, such as the areas and volumes of rectangular shapes and properties of a circle. Mathematics teachers spend time discussing mathematical words and ideas with their classes, which helps students to understand important ideas and concepts. In science, standards overall are a little above average in Year 11 lessons. Students of all attainment levels have a satisfactory grasp of scientific principles and students in higher-attaining classes can express the ideas mathematically. For example, they use words and symbols to represent the energy released when food burns and can calculate electrical energy, knowing current and resistance.
4. Standards in French and German lessons are well above average, overall, in Year 11. In a German lesson on the environment, students spoke confidently and fluently using complex vocabulary, precise expression and verbs in a variety of cases. In a higher-attaining class learning French, students listened well to a restaurant scene and developed their ideas with a good level of accuracy. Students of all abilities have good understanding of work in geography – for example, the cause and effects of hurricanes. In economics, students have a good grasp of

the impact of foreign policies on the local economy. While in religious education students' written work is above average - they draw on their own knowledge and use evidence effectively to convey understanding of religious ideas - in history their written work is only a little above average. However, students can discuss historical ideas effectively, drawing on specialist knowledge – for example, about the Cold War (1945-1948). Standards in art lessons are a little above average; students are in line to achieve better than recent results would indicate. Students make effective use of their sketch books to develop ideas that turn observational drawings into abstract images. In music, Year 11 students have good understanding of musical structure and form – for example, the sonata and chromaticisms - and overall standards are lifted by individual students who have already achieved high grades in instrumental or voice examinations. In physical education all students achieve in line with expectations. They relate their understanding of muscles and the importance of exercise to their physical performance and this helps them to do well. Individuals and teams achieve outstandingly well in sports and competitions, for example, in athletics, the pentathlon and shot-putt. Standards in design and technology subjects are broadly average, and better in food technology and resistant materials than in graphics, where tasks too frequently lack challenge.

5. Standards of literacy are good. Writing is above average overall and students' use of technical vocabulary is good. Teachers' use of writing frames and clues helps students to structure their answers. For example, in geography, apt use of "because" reminds students to give reasons for their answers. Students read well, search for information effectively and make effective use of the library. Students listen very well. Speaking is above average and discussion is well used in lessons to promote understanding of ideas, as generally in mathematics and in a Year 9 geography lesson where students debated the value of reservoirs in a tropical rainy climate. In modern foreign languages the teachers' effective and frequent use of French and German helps students to develop good listening and speaking skills. In drama, students are articulate and convey sympathy for the characters they portray. Numeracy standards are satisfactory. Students handle numbers effectively, and draw and interpret graphs appropriately in mathematics and other subjects, including science, geography and design and technology. They use calculators appropriately, but students in lower-attaining classes do not have a secure grasp of their tables, over the six times table.
6. Standards in information and communications technology lessons are above average, and students make effective use of their skills in business studies. Opportunities in other subjects are not systematically provided across the curriculum so standards vary. Many students extend their skills through the use of computers at home. Students' skills in word-processing, using spread-sheets and obtaining information from the Internet are good. Not all students use e-mail and not enough opportunities are provided for the use of computers in design and modelling. The subjects where computers could be used more fully include mathematics, science and design and technology.
7. The attainment of students entering the school in Year 7 is average. The results achieved in National Curriculum tests in English, mathematics and science at the end of Year 9 in 2000 were average overall, and higher in mathematics than in English or science, in which standards were lower than in the other two core subjects. Mathematics teachers have focused successfully on raising attainment in National Curriculum areas being assessed at the end of Year 9, and standards in lessons are above average, overall. The scheme of work in English is tightly structured and includes a range of books which appeals to boys, which helps them to do well. Until 1999, results in English at the end of Year 9 were better than in mathematics and science and standards of English seen during the inspection were above average, at this stage. Teaching in science, while good overall, varies in quality and in occasional classes it lacks challenge, so students are not moved on in their learning. Overall, standards in science lessons in Year 9 match national expectations. Students make satisfactory progress across Years 7 to 9 and, while there is some very high attainment in higher-attaining classes in English, mathematics and science, this is less marked than at the end of Year 11.
8. Parents at their meeting with the registered inspector and in replies to their questionnaire were of the view that their children make good progress in response to the high expectations of the

school. The report of the last inspection judged standards in lessons in most subjects to be in line with or above national expectations. Standards in Year 11 classes are now generally above expectations, and this improvement is marked in English, mathematics and modern foreign languages, supported by good teaching. Factors which help students to do well include their good literacy skills and teachers' good use of discussion to make sure they understand and to move them on in their learning.

Teaching and learning are good overall, with many examples of very good teaching and learning

9. Teaching and learning are good at West Hatch. In 97 per cent of the lessons seen teaching was satisfactory or better, in 85 per cent of lessons teaching was good or better, in 25 per cent teaching was very good and in 15 per cent it was excellent. The quality of learning follows a similar pattern. Teaching was unsatisfactory in only three per cent of lessons and these were occasional examples in Years 7 to 9, in science, design and technology (graphics) and music. Teaching and learning in the core subjects of English, mathematics and science are broadly as good as in the school overall. Many examples of very good teaching and learning were seen, particularly in English, modern foreign languages and physical education, and in Years 10 and 11 in mathematics, science, geography and business studies.
10. Students' very good attitudes and behaviour contribute strongly to the good quality of their learning. Their attitudes and behaviour are best in Years 10 to 13; lower down the school, their attitudes and behaviour are good, rather than very good. In occasional lessons, where younger students lack motivation and are not challenged, a few are silly and waste time, as observed in science and design and technology (graphics).
11. Strengths include teachers' use of their subject knowledge to promote students' understanding. In modern foreign languages, excellent use of the foreign language helps students to improve their pronunciation and widen their vocabulary, as observed in a Year 9 French lesson on the environment and a Year 11 German lesson on food and drink. Teachers draw on their knowledge of examination requirements to emphasise crucial points, as observed in a Year 11 geography lesson on climate, the environment and people. Very good subject knowledge enabled history teachers to bring to life a Year 9 study on the First World War, making effective use of poetry, film and information and communications technology. In mathematics, the assistance teachers give to individuals is well focused on the point of confusion, with explanations in simple terms drawing, for example, on examples from sport to illuminate work on handling data and scatter diagrams for lower-attaining Year 11 students. Teachers use their knowledge to ask telling questions to assess students' understanding and make them think, as in a Year 7 English lesson on stories from Greek myths. In a Year 11 drama lesson, excellent questioning helped students to understand the characters in a Hans Christian Anderson's tale *She's Good for Nothing*.
12. Lesson planning is good. Students' interest is captured and their pace of learning maintained through well-chosen and sequenced activities. This is a notable feature in modern foreign languages where students improve their listening, speaking, reading and writing skills all within the space of a lesson. In physical education, students improve their performance by practising individual skills and then gradually build them up until they engage in group and full game activities. Examples were seen of good use of practical activities in science to help students to understand – as in a Year 9 lesson when students made very good gains in understanding how particles behave in solids, liquids and gases, and in a Year 11 lesson about the principle of an electric motor – but this was not always the case in science and occasionally resulted in lack of challenge. Effective use of practical activities in music helps them to learn well, as observed in a lesson on notation and rhythm with Year 7 students, but they became bored and less interested in music when there was too much direction by the teacher. Information and communications technology lessons in Years 7, 8 and for GCSE are very well planned with effective use of resources. In a Year 8 class observed, for example, students made very good progress in searching a database for information, as a result of very careful planning which made effective use of the full lesson time. Examples were seen of the effective use of information and communications technology in several subjects, including word-processing in English and

searching for information in history; but not all teachers have benefited from training in the use of computers for their subjects and fewer examples were seen than expected, particularly in mathematics, science and design and technology. Literacy and numeracy are systematically taught in English and mathematics, and students are helped to improve their skills as opportunities arise in lessons, but there is no systematic co-ordination of literacy and numeracy across the curriculum.

13. Relationships are very good and teachers manage students very well, on the whole. Very good management, enabling the whole class to benefit from the work of individuals and groups of students was notable in personal and social education – as observed in a good Year 8 lesson on health and a very good Year 10 lesson on crime. Teachers are skilful in drawing students into discussion, as observed in religious education, where Year 10 students were helped to understand about Jewish family life. Expectations are usually high – constantly so, in modern foreign languages, geography, physical education, English and mathematics. High expectations and good management enable students to progress well in food technology and physical education, as observed in individual lessons and also evident from students' capacity to enter full course GCSE examinations, having studied for about half of the usual time. When teachers' expectations slip, as observed in occasional lessons across Years 7 to 9 in graphics and in science, the attention of students drifts and they distract each other with silliness, which limits their learning.
14. Teachers mark students' work regularly and assessments help them to build an overall picture of progress, though in Years 7 to 9 more systematic use could be made of assessment to inform students of how they are doing and what they could do to improve. In several subjects, assessment is well used in lesson planning, as in English, mathematics and modern foreign languages, where work builds very well on students' understanding. Sketchbooks are effectively used in art to document and refine work. In drama and physical education teachers make helpful comments during activities, so students know how to improve. Homework is regularly set and builds well on work done in lessons, but amounts set tend to vary, particularly for younger students.
15. The inspection findings confirm parents' views that teaching is good at West Hatch and students progress well. Teaching has improved since the time of the last inspection, when it was sound and often good.

Support for students with special educational needs is good: they progress well

16. While the number of students on the school's register of special educational needs is below average for the size of the school, their needs are varied and support is well organised to help them to progress. In recent years, all who have entered GCSE examinations have gained certificates. Records of students' progress show rapid improvement in reading among younger students.
17. The school's arrangements for assessing students' needs, for writing statements and preparing individual education plans are in line with the recommendations of the Code of Practice. All teachers receive information about the special educational needs of students in their classes and teachers adapt work appropriately. Good examples of this were seen in two Year 9 classes – in mathematics, where the teacher used models to help students understand how to represent accurately a three-dimensional shape on paper, and in science, where a video, together with very good questioning, were used to help students understand that an electric current causes a magnetic field. The special educational needs co-ordinator meets every half-term with representatives from every department so information about students' needs and their progress is shared. Arrangements could be strengthened, however, by setting targets for their progress in each subject, so that students' individual education plans are related more closely to their work in lessons.
18. Students with special educational needs are well supported in lessons. They benefit from good support by learning support assistants who understand their needs, help them to organise their work and break it down into small steps so they progress systematically and keep up in their

classes. In Years 7 and 8 separate classes are provided for support in reading and writing. The teaching in these is consistently good and students learn rapidly. In a Year 7 literacy class, for example, the teacher focused interest on the main points very effectively by using an overhead projector. Frequent changes of activity moved students on in their learning and they made good progress in reading out loud and recognising the significance of full stops, nouns and verbs. By Year 8, they are learning about double negatives and how a play is structured. Their work in the literacy support group is tailored to help them keep up in English with the rest of their year. At the time they are preparing for GCSE examinations, coursework classes, which they can choose to attend, help them to keep up with their work in all subjects. In a lesson observed, the support materials provided by subject teachers was good – for example, the worksheets for mathematics provided good practice and gradually built on students’ understanding and the worksheets for French were outstandingly good. Students with relatively low literacy levels were writing expressive sentences in French using a good range of constructions. In addition to help in lessons, clubs at lunchtime and work in the library extend the support available. Year 10 students act as ‘buddies’ and listen to younger children read. The older students keep logs of progress made and note words that need special attention. Books, carefully chosen, are arranged in order of difficulty. The ‘buddies’ arrangement is very well organised, well supported by teachers and of benefit both to the Year 10 students who are learning to take responsibility and to the younger students learning to read.

19. Parents at their meeting with the registered inspector made several comments about support for students with special educational needs. Overall, they were well satisfied with the support provided and praised highly support for reading. Their uncertainty about the monitoring of progress of individual students with special educational needs appears to reflect nervousness about a system which is basically good. The school’s arrangements for informing parents are as good as in most schools and the special educational needs co-ordinator is well informed about the progress of individuals, through weekly meetings with learning support assistants. While progress on a weekly basis is gradual, overall progress is good, as a result of the various strategies the school adopts. The school accounts properly for the way in which monies to support students are used. All of the resources for students with statements are appropriately used and the school uses part of its budget to fund smaller classes for lower ability students, to the benefit both of students on the special educational needs register and others, who learn slowly. Arrangements for students with special educational needs have been improved since the last inspection. Subject teachers are better informed and better records of students are kept. Provision is a strength of the school.

Provision is well organised to help students to be “The Best That I Can Be”

20. The school’s motto “The Best That I Can Be” reflects its aims to help students develop their full potential, both academically and personally. The motto is well understood and used throughout the school community – by students, staff, parents and governors. Students’ development is supported both by strong pastoral arrangements and also through the curriculum.
21. Heads of year co-ordinate and oversee the progress of students in subjects and keep records of their attendance and behaviour. Information is used effectively to inform parents of their children’s progress (every term parents are contacted, by summary or full report), to set targets for students to work towards and to help them do better. For example, when records suggest underachievement, or very high achievement, heads of year arrange mentors for students, to support their progress further. Commendations are given for good work and several achievement evenings are held each year. Form tutors provide pastoral support and encouragement on a daily basis; praise is well used. Students’ diaries and homework are checked regularly. A system of being ‘on report’ is used to help students who find it hard to organise themselves and maintain high standards of behaviour and homework. If this does not work, then students work under supervision apart from their class, in ‘seclusion’. The arrangement is effective in helping students to keep up with their work and the school excludes fewer students than nationally. Behaviour is very good, throughout. No examples of oppressive behaviour were seen. Students are confident that bullying is not tolerated and is dealt with swiftly, if it occurs. The school provides good support for students who are unwell through the trained first-aider, who is available in the medical

room through most of the school day, and two trained counsellors for those with personal problems. The school fulfils its responsibilities for child protection. All staff are informed about procedures, although it is too long since appropriate training was arranged for all teachers.

22. The curriculum provides a broad range of subjects across Years 7 to 9. National Curriculum requirements are met, except that not all students study religious education in Years 10 to 13, and the school's provision for information and communications technology is not as strong as expected. In Year 7, students are taught in mixed ability groups. In Years 8 and 9, classes in most subjects are organised on the basis of students' attainment, and similarly in Years 10 and 11 in English, mathematics and science. Arrangements work well: teachers organise and plan work which is appropriately challenging, leading to good GCSE results. Only occasionally are there difficulties. A few parents have commented on restricted opportunities for students to enter higher tier papers for GCSE mathematics. Schemes of work in mathematics up to Year 10 are well planned and organised to allow progression between classes, and the flexibility of arrangements for students to move could helpfully be reviewed.
23. Students receive good support through personal and social education. The schemes of work are well organised and supported by good resources for learning. An appropriate range of topics is covered, including drugs, sex education, study skills and managing money. Inspectors observed several lessons and learning was good, overall. Citizenship is emphasised well, both in lessons (including topics such as civil liberties) and through links with the community. Participation in a district council project is giving Year 9 students a voice about local issues, including the siting of a new supermarket. Careers education is well organised. The basis for this is established in personal and social education in Years 7 and 8 and help is given about making choices for GCSE, both through written information and consultation evenings with parents. Links with businesses give students an insight into a world beyond school. All students have access to an individual careers interview in Year 11. Work experience is arranged for Year 10 students and for sixth formers. Sixth formers have a very good sense of purpose and what they should do to achieve their aims. About three quarters progress on to courses in further and higher education and most of the rest enter employment directly.
24. Students are listened to. They have been consulted by the headteacher and senior managers on issues about school improvement and they generated the school motto "The Best That I Can Be". Every week students decide the thought for the week which is displayed prominently in the main entrance to the school. Participation in the programme of extra-curricular activities is good, and assists high achievement. For example, sporting opportunities are many, and a team of Year 10 and 11 boys recently came top in an all-England athletics championship. Debates are frequently held and two sixth formers recently won a regional parliamentary competition, on the topic of Europe. The overall school programme is known as the "Opportunity Curriculum", within which every school subject is represented. Year 7 students have a day trip to France and a residential: the Gilwell outdoor experience. This is followed in Year 8 by a two-day outdoor experience at Harlow and a technology evening: an annual event with the whole year group planning, preparing and presenting a cross-curricular project embracing technology and art. Evenings have so far included an Italian Trattoria, French Bistro, Mexican Cantina and Caribbean evening. Year 9 have two days off the timetable and opt for a focus area closely linked to the world of work. Team-building activities include programmes supported by major international companies and local firms; students are required to report and evaluate their experience. In Years 10 and 11, there is increasing focus on study skills, jobs and community responsibility. Year 10 students, for example, compete in a challenge set by the chairman of the Epping Forest District Council, and in recent years school teams have helped to replace bridges, repair kissing gates and paths for use by disabled people, and plant hedgerows.
25. Parents are well satisfied overall by the range of subjects and activities provided. They feel that the school is helping their children become mature and responsible and are appreciative of the pastoral care provided. Since the last inspection curriculum reviews have led to substantial improvements: the school week has been extended, the curriculum for personal and social education has been strengthened and schemes of work improved in many subjects. Overall, the curriculum is much better, now.

Very capable management generates a strong sense of community and a very positive ethos for learning

26. The vision and shared values of the school are strengths: the sense of community is strong. The major constituencies in the school (students, staff, parents and governors) have all contributed to its seven core values. The approach has been thorough and many practical exemplars have been identified through which the values are reflected in the very positive ethos of the school. An overriding value – care – is reflected, for example, in the care of younger students by older ones, and the access of all students to help outside of lessons. Pride is reflected in students' appearance, punctuality, independence, achievement and responsibility as prefects. Spirit is evident in students' very good attitudes in lessons and the good role models presented by older students to younger ones, and by staff to students. Around the school the sense of trust is strong: belongings are safe and consultation arrangements ensure that students and staff all have their say. The school is 'open'. Students know they can report bullying, for example, and that it will be dealt with well. The counsellors are on hand, for personal problems. However, while the school is aware of the wishes of some younger girls to wear trousers, this privilege is restricted to sixth formers. Learning is fostered through the main business of the school and success celebrated at all levels. Praise, commendation and reward are well used with students. Several staff have gained distinction – for example, on promoting key skills in Years 10 and 11, developing citizenship, and in writing books on teaching English language – which in turn benefit students and the school. The school maintains good links with the wider community: collaboration with businesses and the local authority enhance the curriculum. Good links with local primary schools assist the transition of their pupils into Year 7, but there are relatively few links involving subject teachers.
27. The aims and values of the school are reflected well in the support provided for students' personal development which is good overall, with strengths in social and moral development. Many opportunities are provided through the curriculum for students to learn in pairs and groups, to help each other and take responsibility. In English, geography and history they learn about society itself. The school develops a strong sense of right and wrong. Relationships are very good; students respect each other and adults from all backgrounds. Cultural development is very good. Through work in art and music, and visits to galleries and theatres, students learn to appreciate a variety of cultural expressions. Visits, local and abroad, develop their cultural awareness and broaden horizons. Spiritual development is satisfactory, overall. Opportunities in subjects – for example, poetry reading in English – are well used to promote spiritual understanding, but they are missed in assemblies and form-times. The school's very good range of extra-curricular activities contributes well to their overall personal development.
28. The school is very capably led by the headteacher. Teamwork is strong, especially among senior managers. All staff are involved in planning for improvements through a regular cycle of meetings and consultation arrangements. The school regularly reviews its work and systematic use is made of criteria against which to measure success: senior managers have a good sense of the strengths and weaknesses of the school. Reviews and plans for improvement are well documented and supported by financial plans. Overall evaluation of examination results is excellent, with analysis by gender and ethnicity. Effective use is made of the information to set targets for further improvement, at whole-school level. Over the last few years, focus on boys' underachievement has helped them to improve their GCSE results and in 2000 boys' results were similar to those of girls. The school is very well managed and organised. Non-teaching staff contribute very well to the work of the school. Administrative officers are responsible for key functions, including finance, personnel, reception and admissions, for example. Good use is made of information and communications technology in analysing attendance and assessment data.
29. Governors are very influential in steering the work of the school. Their notable achievements include the establishment of the sixth form and improvements in accommodation over the last few years. Funding has been invested to good effect. Their keen business sense has helped the school to achieve good value in its building contracts. The school has a new sixth form centre,

new mathematics, drama and dining block, music suite and performance hall, and better rooms for science and information and communications technology, as well as improved physical education facilities and toilets. The environment for learning is good. Caretakers have helped with the refurbishment of careers and media rooms. Some weaknesses in accommodation remain. The outside of the classroom block needs repainting and accommodation in huts is in poor repair. Governors are very supportive of the school and also carefully scrutinise its work. They are well informed about results and the work of departments. The school's income, per student, is average and when account is taken of progress up to GCSE, which is good, the school provides good value for money. Governors are vigilant about health and safety. They fulfil their statutory responsibilities, except for the use of information and communications technology across the curriculum, for the provision of religious education across Years 10 to 13, and collective worship for all students.

30. Parents feel the school is well led, that expectations are high and they are comfortable about approaching the school. At the time of the last inspection many aspects of the management and administration were judged satisfactory and they are stronger now. The school is thorough in its arrangements to translate its aims and values into practice and well equipped to improve further.

WHAT COULD BE IMPROVED

The school's good procedures for monitoring performance need strengthening in departments to bring all teaching up to the best and raise standards further

31. The school has made good use of reviews of its work to improve the life and work of the school. At the time of the last inspection, the extent to which the school was monitored was at an early stage of development. Since then, 26 reviews have been conducted covering all aspects of the life of the school, including ethos, curriculum, achievement, accommodation and staff development. Reviews have drawn on the contributions of all staff and contributed strongly to developments, including the raising of students' examination results, improved personal and social education programme and the sixth form. Practice is good at whole-school level, but needs improving in subject areas. Departmental reviews, an important aspect of school review, have been in place for over two years and include observation of teaching, yet during the inspection examples of weak teaching were observed in science, graphics and music. More could be done to improve teaching, where weaknesses detract from the good practice overall.
32. School results are analysed thoroughly, related to other key data (for example, attainment on entry, gender and ethnicity) and presented excellently. This analysis is used effectively by the headteacher, senior managers and governors in planning overall improvements and setting targets for examination results. Senior managers are linked with departments and regularly discuss with them subject results and plans for improvement. GCSE results in all departments are carefully analysed. In some they are used as the basis of setting future targets, but this practice is not consistent across all departments. The use of assessment and results as the basis for target-setting is in its early stages, especially for Year 9 students for whom progress from Year 7 remains satisfactory, whereas GCSE results represent good progress across Years 10 and 11. In several subjects there are examples of good practice and awareness of the potential use of analysis to raise attainment and results, both overall and for groups of students: for example, in English, mathematics, geography and design and technology. In most other subjects this is an area for development.

Statutory requirements are not met in the provision of a daily collective act of worship, in religious education across Years 10 to 13 and in the use of information and communications technology in all subjects

33. A key issue of the last report addressed the need to provide a daily collective act of worship and to provide religious education for all students at Key Stage 4 and in the sixth form. While a programme of assemblies is kept and improvement has been made in the quality of assemblies, they are predominantly moral and social, rather than spiritual. Assemblies observed during the inspection emphasised the need to care for others, commended students on their efforts and achievements, and some allowed opportunity for reflection. They helpfully supported the very positive ethos of the school. However, students attend only one assembly each week and their experience on other days during the long form-time (15 minutes) is too varied. In many form-times there is neither any acknowledgement of the school's "thought for the week", nor any opportunity for reflection on an important, or universal issue. In a few form-times observed, little happened and no productive use was made of the time.
34. The school has reviewed arrangements for religious education and plans to improve opportunities for students in Years 10 and 11: from September 2001 all will study religious education and have opportunity to take the subject at GCSE. While statutory requirements are not met now, when the new arrangements are fully implemented then the school's provision will be in line with the locally agreed syllabus. Themes with a religious dimension are included in the sixth form personal and social education programme but the time allocated is not enough to allow students to develop the depth of religious understanding expected in the locally agreed syllabus. Arrangements do not meet requirements in the sixth form.
35. Increasing use is made of information and communications technology in all subjects, but there is not yet enough to meet the requirements of the National Curriculum. Weaknesses are in the use of computers for modelling and design, and in their use in subjects, including design and technology, mathematics and science. Students do not all have their own e-mail address, so their use of computers to communicate information is limited. Opportunities for students to use computers outside of lessons (for example, in the library) are good and many gain useful practice on home computers. Good numbers of students opt to study information and communications technology or business studies for GCSE, but others in Years 10 and 11 make little use of computers, except for word-processing and presenting their work. The planning and assessment of information and communications technology across the curriculum need strengthening, so that National Curriculum requirements are met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. To raise further the standards of work and attainment of students, the governors, headteacher, senior management team and staff should:
 - (1) strengthen the monitoring of teaching and of results in all departments and use the information gained to set targets for improvement (see paragraphs 31 and 32);
 - (2) improve the use of assemblies and form-times to meet the requirement for collective worship; implement plans for the improvement of religious education in Years 10 and 11 and provide more time for religious education in the sixth form; accelerate plans to improve the use of information and communications technology across the curriculum (see paragraphs 33 to 35).

Aspects of departmental monitoring, religious education in Years 10 to 13 and collective worship were all included in key issues of the last report.

THE SIXTH FORM

37. The sixth form is a success story in many ways. Initiated seven years ago it provides for almost 250 students a good range of advanced level General Certificate of Education (A-level) subjects, including economics and psychology, as well as vocational courses in business (at advanced and intermediate levels) and a nursery nursing diploma course. About two-thirds of the sixth formers have progressed from Year 11 at West Hatch; others join newly in the sixth form, from other schools. An appropriate introductory programme is arranged for all, at the start of Year 12. About three-quarters of the sixth formers leave to enter university and most of the rest gain employment. The new sixth form block provides good social and study areas.
38. Teaching and learning in lessons are good. Particularly good examples of students making progress were observed in art, where students organised their work well and explored themes from many angles and in English, where the teachers' excellent subject knowledge helped students to develop themes such as imprisonment and authority in their analysis of the *Tempest*. Students developed their German grammar and vocabulary well, in a lesson observed on post-war Germany, where the well-organised teacher maintained high expectations and provided a rich language environment, using the spoken language and photographs to set the scene in post-war Berlin. In humanities subjects, teachers draw very effectively on class discussion to emphasise main points and thus enable students to argue the evidence about geological hazards in geography, and deepen their understanding of the factors underlying Roosevelt and the New Deal, in history. Practical examples enliven the nursery nurse diploma course. In a lesson observed, students learned at a satisfactory pace about the main factors important in child care and as soon as the teacher demonstrated practical points about making up bed clothes in a cot their learning came to life. Teaching and learning in science are generally good. Learning in mathematics is satisfactory, overall. Lessons are well planned and organised and challenging work is provided; but students' wide range of abilities means that while some find it easy to grasp concepts at this level, others have difficulty. For example, in a lesson on comparing types of data, able students could make use of codes to represent parts of calculations, while some persisted with working out calculations fully. Teaching and learning on the business studies advanced vocational course are very good. Expectations are high, students are confident learners with very good communication skills and they are making effective use of information and communications technology. For example, in a lesson observed on human resources management they made very good progress in understanding recruitment and selection, making use of relevant pages on the Internet and creating a logo for their advertisement, which accompanied a job description they had compiled.
39. Standards in sixth form lessons are almost wholly in line with expectations for the courses being studied and examples were seen of higher attainment in English, where students had good understanding of the stylistic use of language, in drama where students rehearsed for performance of their own scripts for A-level, and in several other subjects. Overall, the progress students make in the sixth form is satisfactory. Comparison of students' A-level results with their GCSE grades shows achievement is in line with expectations. When recent results for students entering two or more subjects are compared with results nationally, they are just a little below average for A-level, with the school's average point score being 14.8, compared with 18.5 nationally. However, students entering three or more subjects achieve close to the national average: their average point score in 2000 was 17.3. The weaker results obtained by students entering fewer than three A-level subjects are lowering the overall score. Those students entering relatively few subjects do so because the school has been generous in accepting them onto A-level courses on the basis of GCSE grades, which are only just appropriate for an academic course, and they ease the study load by reducing the number of their subjects. The sixth form has not offered the breadth that the newly introduced national changes provide, with credit gained at both AS- and A-level for subjects and including general studies and key skills. The school is aware of these factors, and has changed the entry criteria for sixth form courses, and is modifying its offer, in line with the national changes. The new arrangements will be fully in place at the start of the autumn term 2001. The results for vocational courses are good: in 2000, nearly all students studying for the General National Vocational Qualification (GNVQ) in business at advanced and at

intermediate levels gained merits or distinctions, and all passed. The results for the nursery nurse diploma course are broadly average.

40. Sixth form students have very good attitudes to their work and to the school. In lessons they participate well, organise themselves and group work effectively and make effective use of their good study skills. They develop mature attitudes to their work and want to do well. For example, they have approached teachers and governors, through their sixth form committee, and requested staff support for their private study sessions. They contribute very well to the life of the school. All are required to do community service. Most find placements within the school – for example, assisting in lessons, helping younger students who find learning difficult, and leading after-school clubs. Well-organised personal and social education and careers education help sixth formers to consider a range of issues including sexual behaviour, politics, citizenship, continuing education, employment, health and coping with stress. However, not enough religious education is included to meet the requirements of the locally agreed syllabus. Sixth formers have benefited from an opportunity to participate in a management training course which lasts three days and develops business-planning skills.
41. The sixth form is well organised to support students' personal development. They are treated as young adults and are good role models for younger students. The funding for the sixth form students is spent appropriately and their examination results, which have improved markedly since the last inspection, reflect satisfactory value for money. Parents are generally satisfied with the sixth form. At their meeting with the registered inspector, a few mentioned difficulties with particular A-level subject combinations - though the school usually considers the sixth form before making other timetable arrangements. Parents feel that the sixth form is well run and community service provides worthwhile opportunities for students.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	25	45	12	3	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	942	247
Number of full-time pupils eligible for free school meals	94	9

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	19	1
Number of pupils on the school's special educational needs register	162	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	94

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.5
National comparative data	7.9

Unauthorised absence

	%
School data	0.2
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	Girls	Total
	2000 (1999)	101 (105)	83 (87)	184 (192)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	51 (63)	66 (78)	55 (57)
	Girls	70 (71)	78 (66)	49 (55)
	Total	121 (134)	144 (144)	104 (112)
Percentage of pupils at NC level 5 or above	School	66 (70)	78 (75)	57 (58)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	28 (36)	48 (45)	20 (16)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	43 (61)	64 (81)	55 (62)
	Girls	69 (73)	68 (69)	65 (64)
	Total	112 (134)	132 (150)	120 (126)
Percentage of pupils at NC level 5 or above	School	61 (70)	72 (78)	65 (66)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	36 (45)	33 (54)	18 (21)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000 (1999)	85 (92)	98 (91)	183 (183)

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	48 (52)	81 (89)	82 (92)
	Girls	63 (70)	95 (90)	96 (91)
	Total	111 (122)	176 (179)	178 (183)
Percentage of pupils achieving the standard specified	School	61 (67)	96 (98)	97 (100)
	National	49.0 (46.6)	90.8 (90.9)	95.3 (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	45 (47)
	National	38.7 (38.0)

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)	41 (33)	55 (43)	96 (76)

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	14.6 (16.4)	14.9 (15.3)	14.8 (15.8)	2.4 (1.2)	2.3 (2.3)	2.4 (1.9)
National	(17.7)	(18.1)	(17.9)	(2.7)	(2.8)	(2.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	83
	National	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	3
Black – other	1
Indian	61
Pakistani	15
Bangladeshi	5
Chinese	12
White	1078
Any other minority ethnic group	3

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	21	4
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)	75.3
Number of pupils per qualified teacher	15.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	27
Total aggregate hours worked per week	603

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	74.6
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Average teaching group size: Y7 – Y11

Key Stage 3	23.6
Key Stage 4	21.7

Financial information

Financial year	1999-2000
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	£
Total income	3,328,303
Total expenditure	3,364,438
Expenditure per pupil	2811
Balance brought forward from previous year	46,178
Balance carried forward to next year	10,043

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1189
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	55	4	2	0
My child is making good progress in school.	39	52	5	2	2
Behaviour in the school is good.	33	58	4	1	4
My child gets the right amount of work to do at home.	20	57	16	3	4
The teaching is good.	31	59	2	1	7
I am kept well informed about how my child is getting on.	20	46	20	4	10
I would feel comfortable about approaching the school with questions or a problem.	56	36	4	2	2
The school expects my child to work hard and achieve his or her best.	63	32	3	2	0
The school works closely with parents.	27	47	13	3	9
The school is well led and managed.	43	46	4	1	6
The school is helping my child become mature and responsible.	39	49	4	2	6
The school provides an interesting range of activities outside lessons.	38	44	8	2	8

Other issues raised by parents

Parents feel that standards overall are good. They mentioned many good features to the registered inspector – including the shared commitment to core values, pastoral support, new buildings and conscientious teachers. A few parents commented on the frequency of information provided on the progress of students with special educational needs, and arrangements for students to enter higher-tier GCSE examinations in mathematics. Mention is made of these issues in paragraphs 19 and 22.