

INSPECTION REPORT

**HUTTON CHURCH OF ENGLAND GRAMMAR
SCHOOL**

PRESTON

LEA area: Lancashire

Unique reference number: 119794

Headteacher: Mr G Armstrong

Reporting inspector: Mrs Pamela Gibbon
19477

Dates of inspection: 26-28 September 2000

Inspection number: 223787

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:	Voluntary Aided
Age range of pupils:	11 to 18
Gender of pupils:	Boys: 11-18 Girls: post-16 in the sixth form
School address:	Liverpool Road Hutton Preston
Postcode:	PR4 5SN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Dent
Date of previous inspection:	5 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hutton Grammar School is an 11-18 comprehensive Church of England Voluntary Aided school situated in an affluent suburban residential area to the south of Preston. Boys are admitted from the age of 11 years and girls are admitted at sixth form level. Intake is from a wide area; there is no entrance examination. Entrance criteria include family attendance at their local church, siblings at the school and geographical closeness to the school. The school has a very good reputation locally and is oversubscribed for entry in Year 7 (11 years). The ability of the pupils when joining the school at age 11 is above the national average for the age group. The majority of pupils come from white UK heritage backgrounds; there are no refugees or travellers. At the time of the inspection there were 616 on the roll of the main school and 204 in the sixth form. Pupils with English as an additional language are a very low proportion of the total pupil population and none is at an early stage of acquiring English. The percentage of pupils with special educational needs (SEN) is low when compared with the national average and the number of pupils with a statement of special educational need is very low. The proportion of pupils known to be entitled to free school meals is very low.

HOW GOOD THE SCHOOL IS

Hutton Grammar School promotes effective learning and enables pupils to reach very high levels of attainment. The headteacher gives firm professional leadership and senior colleagues and the staff share his clear vision. Senior managers are effective and know the strengths and weaknesses of the school well; middle managers give good professional leadership to their departments. The senior management team and the governors have set up satisfactory management plans to reduce the budget deficit whilst ensuring that pupils are enabled to reach their potential in all aspects of their school life. The routine management of the school is efficient and effective. However, the governors have not ensured that school is complying with all of the statutory regulations and have failed to resolve some of the key issues for action identified at the last inspection. Relationships throughout the school are very good and the ethos is harmonious, purposeful and supportive of high endeavour and achievement. Overall, the strengths of the school outweigh its weaknesses and the school gives good value for money.

What the school does well

- Good teaching helps pupils attain standards that are well above the average in national tests and examinations.
- High expectations encourage pupils to work hard in all aspects of their school life.
- Pupils have positive attitudes to learning and develop good work habits.
- Behaviour throughout the school is good.
- Relationships are mutually respectful and support the pupils' learning and personal development.
- The school successfully maintains a calm yet purposeful atmosphere which helps pupils to become confident and responsible young people.
- Attendance is excellent.

What could be improved

- The absence of monitoring by senior managers means that high quality practice is not systematically shared and developed and issues for improvement are missed.
- Inconsistencies in assessment and target setting procedures across the curriculum mean that pupils, and their parents, do not always understand how they could improve.
- ICT as a means to support teaching and extend learning is not in place across the curriculum.
- The poor state of the accommodation in some areas restricts learning opportunities.
- The school does not always make parents feel involved in their child's education.
- The governing body has not ensured that all statutory requirements are met.

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 maintained, and in some areas improved, the high standards in attainment and the high quality of teaching noted at the time of the last inspection in March 1996. However, other aspects of the school that were identified as key issues for action have not been fully resolved.

The 'Inspection Action Plan', approved by the governors in May 1996, proposed measures to meet the recommendations. Although working groups were set up and interim steps taken, many of the actions listed have not been brought to a satisfactory conclusion. For instance, although the school now involves departments in compiling the School Development Plan (SDP), the plan does not indicate how and by whom the items and some of the previously identified key issues for action are monitored. The curriculum has been modified to include appropriate time for art and music but RE is still not available to all pupils as a non-examinable course. The senior management team (SMT) does not formally monitor and evaluate the quality of teaching or the effectiveness of plans and policies and the impact on learning and standards. The school does not yet have a whole-school assessment, recording and reporting policy. Members of staff still do not have job descriptions. Governors have not ensured that the statutory requirements are met regarding the adoption of formal policy statements for health and safety, sex education, special educational needs and child protection procedures. Nor is there provision for an act of collective worship for all pupils every day.

The budget deficit noted in the last report is in the process of being reduced within the strategy proposed by the school and approved by the LEA; the Recovery Plan appears to be on target to reduce the deficit within the next two years. Governors discussed the recommendation that the school might consider including vocational courses in the curriculum but decided that these would not be appropriate for the school at this time.

The headteacher and governors are aware that some of these items have not been satisfactorily addressed but have given priority to maintaining standards within the necessarily reduced budget. The inspection team agrees that high standards have been maintained and that attainment and the quality of teaching have significantly improved since the last inspection. The school has the capacity and potential to develop 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
	1997	1998	1999	1999
GCSE examinations	A*	A	A	A
A-levels/AS-levels	A	A	A	

Key

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

The school's performance in the 1999 General Certificate of Secondary Education (GCSE) was well above the national average when compared with all schools and with schools with a similar intake. The school has maintained this level of performance over the last three years; the trend in the school's average GCSE point score per pupil was above the national trend. In comparison with similar schools, pupils' progress between Key Stage 3 and Key Stage 4 was well above the average. At the post-16 stage, the average A/AS level point score of candidates entered for two or more GCE A levels in 1999 was well above the national average; the trend over the last three years has been well above the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and they are developing good working habits in all subjects.
Behaviour, in and out of classrooms	Behaviour is always good; pupils are sensible, courteous and trustworthy.
Personal development and relationships	The harmonious relationships make a positive contribution to high standards and the calm and friendly atmosphere supports very good personal development.
Attendance	Excellent – the continuity of learning helps pupils achieve high standards.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Very good	Good

The quality of teaching overall is good; only four per cent of teaching was judged to be unsatisfactory in promoting effective learning and high achievement and in over a quarter of the lessons teaching was very good. The quality of teaching was consistent across all subjects. Particular strengths in teaching included the teachers' very good subject knowledge, effective planning of lessons, their skill in explaining the aims of the lesson and subsequent recapitulation and the regular checking of pupils' learning. Where teaching was less effective this was due to a lack of clarity in presenting the topic, setting unchallenging tasks or inappropriate teaching techniques. In several lessons the homework task set did not challenge the pupils to reach higher levels of attainment.

The standards of most pupils' literacy and numeracy are sufficiently high to support the needs of the curriculum. Pupils with special learning needs are given additional help with literacy in small groups, where they make satisfactory progress. In mathematics very good teaching of lower attaining pupils leads to an increase in mathematical skills and understanding.

The school is effective in meeting the needs of all pupils in all areas of the curriculum. A particular strength of learning is the pupils' own motivation and readiness to take responsibility for their own learning. However, because of the variations in marking and grading procedures, comparative levels of attainment are not always clear and pupils are often unsure what they have to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils have a broad and balanced programme of study although ICT is not yet used in all subjects to support learning.
Provision for pupils with special educational needs	Satisfactory – pupils make good progress over time.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall but opportunities to support pupils' spiritual development are less well provided for across the curriculum.

How well the school cares for its pupils	The school makes satisfactory arrangements for the care of its pupils and provides a supportive learning environment.
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The curriculum is generally broad, balanced and appropriate for the age and ability of the pupils; the needs of pupils with special educational needs are taken into account. Mathematics, science, design and technology, PE, geography and games are all strengths of the curriculum. However, ICT is yet to be incorporated into all subjects, drama is a notable omission and there is no provision for non-examinable RE in the sixth form. In general the school takes good care of the pupils through a linked system of form tutors, head of first year, the four housemasters and the head of sixth form. However, some aspects of the child protection procedures and the health and safety policy are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school is efficient. The headteacher, supported by the SMT and middle managers, gives clear professional leadership but some management issues for action raised at the last inspection have not been satisfactorily resolved.
How well the governors fulfil their responsibilities	The governing body does not ensure that the school is in full compliance with statutory regulations.
The school's evaluation of its performance	The school takes pride in the very good academic attainment but is restricted in its analysis of aspects of school performance by the absence of formal monitoring procedures.
The strategic use of resources	The school makes sensible use of the human and material resources and upholds the principles of best value under the strictures of a deficit budget.

Senior managers do not regularly and formally monitor the quality of teaching or the impact of school policies and external requirements and link this to the on-going professional development needs of the staff. Middle managers give good professional leadership within their respective areas, but they are not always aware of other colleagues' responsibilities and expertise that might add to their own efficiency in supporting pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> the school has high expectations for their sons and daughters teaching is good pupils are helped to become mature and responsible pupils are happy in school pupils are making good progress 	<ul style="list-style-type: none"> the school does not work closely with parents parents are not kept fully informed about how their child is getting on homework is not always appropriate they are not always well received when they contact the school the range of extra-curricular activities is limited

The response to the questionnaire showed that parents are mostly very pleased with the school and the education it provides. Inspection evidence supports this view.

Whilst many parents are known to be involved in the school through such activities as fund-raising and helping with the decoration of classrooms, it was apparent at the parents' meeting that some felt

left out. Records and letters in the school records indicated that parents' concerns are dealt with promptly and courteously. However, school publications do not always indicate clearly the appropriate person for parents to contact. Inspectors considered that inconsistencies in reporting procedures led to some parents feeling ill-informed about their child's performance at school. Inspectors also agreed that homework was sometimes inappropriate.

A few parents were concerned about provision for pupils with special educational needs; in general teaching in this area was good. However, inspection findings indicated that parents were not routinely informed when pupils are placed on the SEN register and are not involved in target setting for pupils with individual education plans.

Some parents were concerned that extra-curricular activities were mainly sporting and some pupils, in conversation with inspectors, felt that the range of activities was limited. Inspectors agreed with this viewpoint in so far as some activities were available only to specific groups such as the sixth form and support the parents' view that the range of activities should be reviewed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching helps pupils attain standards that are well above the average in national tests and examinations

1. The high quality of teaching helps pupils to develop as effective learners, which leads to very good standards of attainment as they progress through the school. The standards achieved by pupils in the 1999 national tests for 14 year olds are well above the national average. In comparison with all schools, the performance of boys in all three core subjects was well above the national average for that age group. In comparison with schools in similar contexts, attainment in mathematics and science was again well above average. In English the boys' performance was below that of similar schools, but it needs to be remembered that the national figures include mixed and single sex girls' schools and that the performance of boys in English is generally below that of girls.
2. GCSE examination results have shown a steady improvement since 1995 and the proportion of pupils obtaining five or more high level GCSE passes has been well above the national average. The results of the 1999 GCSE examinations show that 79 per cent of pupils gained five or more grade A*-C passes, and 97 per cent obtained five or more passes at grades A*-G, very high in comparison with the national average. The Official League Table for 1999 puts the school in fifth place for performance at GCSE for single sex boys' comprehensive schools and just below the 'top 50' for all comprehensives. The school also performs well when compared with similar schools; the boys' grades were well above average in 1999.
3. Standards in subjects in 1999 were mostly consistent but with slightly lower performance levels in art and design and religious education. For 2000 the GCSE results indicate that pupils have improved on last year's grades, particularly in art and design and RE. This high level of performance has been maintained despite the reduction in teaching staff required by measures taken to reduce the budget deficit.
4. Attainment in the sixth form is of a similarly high standard; the average points score for boys and girls entered for two or more A levels in 1999 was significantly above the national average. In the 1999 League Tables for all the Lancashire post-16 institutions, the school is placed seventh in terms of its A level performance.
5. The standard of work seen in lessons during the inspection was also high. This was largely due to teachers' effective planning, teaching strategies that took into account the abilities of all pupils, and challenging tasks that promoted effective learning and good progress. The sensitive use of graded questions and appropriate activities in a Year 8 German lesson meant that the teacher could spend more time with some pupils whilst still ensuring that the quicker pupils were challenged. This lesson also supported pupils' growing awareness of other cultures because of the teacher's extensive knowledge of the subject.
6. Teachers use the time well in lessons and have high expectations of what pupils will achieve. They choose tasks and activities that extend pupils' thinking and understanding, and which provide opportunities for the pupils to offer their own opinions. Homework usually requires pupils to consolidate learning or prepare for the next lesson. Occasionally homework is inappropriate in that pupils are just asked to finish work started in the lesson; this has the effect of giving only slower pupils homework whilst failing to challenge the more able.

7. Teachers are good at managing class discussions. In a Year 7 French lesson, the teacher used a whole-class discussion to extend and practise vocabulary and grammatical forms. Pupils gained confidence in using French and learned much from listening to classmates.

8. Teachers inspire pupils to want to learn more about the topic through their own skilful and enthusiastic approach and wide knowledge of their subject. They usually know the pupils' strengths and abilities well and use the information to support pupils' learning. A good example of the teacher's skill in matching explanation to ability was shown in a Year 9 mathematics lesson revising decimals, when the clear introduction, followed by detailed and individualised clarification, helped lower ability pupils to understand the concept and make rapid progress.

High expectations encourage pupils to work hard in all aspects of their school life

9. The school has high expectations for all its pupils and creates a climate for learning in which academic success is recognised but where pupils are encouraged to do their best in whatever they attempt. Pupils know that teachers take a personal interest in their academic achievements and support cultural and sporting accomplishments. Boys are encouraged to join in the extra-curricular activities, although some are restricted to certain groups of pupils; opportunities pre-16 are mainly confined to sport and music. Other activities, such as sports, are open to all and the school takes pride in the pupils' successes. Choral singing holds an important place in the life of the school and public performances are of a very high quality as demonstrated by the CD of the Chamber Choir singing at Southwell Minster.

10. Pupils are offered good careers advice and considerable help in completing their university entrance applications. In discussion with the inspectors, older pupils said that teachers gave much 'out-of-school' time to supporting pupils' aspirations. Parents are aware of the expectations of the school and see these as playing a major role in their son's or daughter's high achievement. However, there is little displayed around the school that testifies to the high quality work of the pupils or to their success in cultural and sporting events.

Pupils have positive attitudes to learning and develop good work habits

11. Pupils are very enthusiastic about the school and appreciate the opportunities it offers. They come to school punctually and arrive in lessons appropriately equipped and ready to work. They participate eagerly in lessons and their answers to questions are considered and thoughtful and demonstrate their grasp of the subject. They readily make links across subjects, bringing refreshing viewpoints and new knowledge to the topic under discussion. In a Year 9 history lesson, pupils used their knowledge of friction and pulleys to build up a picture of coal mining in the 18th century. Their comments were relevant when talking about women and children working in the mines and showed they could compare and contrast the role of women in the past with the present situation.

12. Pupils concentrate in class and develop effective learning skills. Pupils in Year 7 listened carefully to their teacher's instructions, took notes efficiently and composed good written work from their notes. In a Year 11 physics lesson, pupils were knowledgeable and careful in their practical work and presented the findings of the investigation accurately, drawing on previous work to exemplify and justify their results. Pupils are developing well as effective independent learners but access to information and communication technology is limited in that few classrooms have immediate access to a computer and the school ICT suite is somewhat crowded and not always readily available for spontaneous independent study.

13. At sixth form level, pupils are competent writers, presenting their ideas logically and articulately. They read for information effectively although the cramped conditions in the library inhibit their research skills. The sixth form ICT suite is well equipped apart from having no link to the Internet which restricts students' learning to what is available in school.

Behaviour throughout the school is very good

14. The behaviour of pupils of all ages in and out of lessons is good. They show great respect for each other and for all the adults in the school. Pupils approve of the school code of conduct and report that incidents of bullying and unsociable behaviour are minimal but that the school reacts swiftly and effectively when these occur. Pupils show themselves to be trustworthy, courteous and sensible. They behave well when unsupervised and are ready to help younger pupils. In lessons they share their knowledge and understanding and work co-operatively with their classmates.

Relationships are mutually respectful and support the pupils' learning and personal development

15. Relationships among pupils and between pupils and adults are very positive. Pupils are courteous, responsible and co-operative. In lessons they listen attentively to teachers and to each other, and show great respect for other viewpoints. Teachers speak well of pupils and provide many opportunities for them to take responsibility for their own work and also to collaborate with other pupils. In discussion with inspectors, pupils acknowledged that they were aware that the school gave them responsibilities and that they valued this trust; they felt that they could go to appropriate members of staff with personal or learning problems and be treated fairly and confidentially. The main school's taught programme for personal and social education (PSE) deals skilfully and sensitively with all the important and often difficult issues which face pupils as they mature from boys to young men.

16. Pupils show a high level of maturity for their age and join in willingly with class tasks and activities. In a Year 8 PSE lesson pupils were encouraged to talk about learning strategies and personal time management in very well managed pair and whole class discussions. With unobtrusive input from the teacher they learned much from each other, gained confidence in their own ability and were beginning to develop considerable problem-solving skills. In a Year 10 PSE lesson, pupils showed they could cope sensibly with the topic of sexual relationships when the discussion was informed and well managed by the teacher; pupils were able to talk about the issue without embarrassment. A major aspect of the pupils' growing confidence and maturity is the teachers' willingness to listen to the pupils. In a sixth form discussion on *Sense and Sensibility* the pupils' own ideas, backed by apposite references to the text, added much to the lesson.

The school successfully maintains a calm yet purposeful atmosphere, which helps pupils to become confident and responsible young people.

17. The school has succeeded in maintaining a positive and supportive climate where pupils thrive and develop. Discipline is unobtrusive and the strong Christian ethos underpins all activities in the school. Boys and girls are aware that the school cares about their progress and standards of attainment and that they are supported in all their endeavours. Pupils are trusted and they respond with sensible and responsible behaviour and attitudes. The atmosphere of mutual trust allows pupils to extend their academic and extra-curricular interests to their best advantage and the tranquil yet positive climate in classrooms enables pupils to clarify their own ideas by listening to the views and opinions of others. Pupils accept responsibility readily and are keen and reliable when playing their part in the day-to-day life of the school; prefects carry out their duties pleasantly and younger pupils accept their directions in a cordial manner.

Attendance is excellent

18. The rate of attendance is well above the national average. The continuity of education thus ensured contributes to the high standards and good progress made by pupils at all levels of their education.

WHAT COULD BE IMPROVED

The absence of monitoring means that high quality practice is not systematically shared and developed.

19. Although this was featured as a key issue for action in the previous inspection report, the school does not have a formal programme of lesson observation or procedures to review other aspects of the school to identify common strengths that can be shared and areas where improvements are needed. The headteacher and the senior management team have a good understanding of the strengths and weaknesses of many aspects of the school but what is missing is the regular observation of teaching across subjects and the systematic monitoring of the impact of school policies and external requirements. Some heads of department have made a start in observing lessons but there is no common policy. The school as a whole is not benefiting from the good practice in place in some areas.

20. Although the overall quality of teaching was good, with over one quarter of the lessons very good at promoting effective learning, some otherwise satisfactory lessons had features which could be improved: for instance, the setting of appropriate homework and giving pupils experience of using ICT. In other lessons, across a range of subjects, opportunities to enhance pupils' spiritual development were missed; regular monitoring would ensure that this aspect of the curriculum is properly incorporated into all subject areas.

21. Although some subject departments have appropriate guidelines, the school staff-handbook has no generic job description to guide the subject teacher. This means that there is no formally identified whole-school standard against which teaching competencies can be assessed. Furthermore, teachers are not always aware of how the responsibilities and expertise of colleagues may support their own role in the school; job descriptions would clarify the situation.

Inconsistencies in assessment and target setting procedures across the curriculum mean that pupils, and their parents, do not always understand what they have to do to improve.

22. In the previous report the school was asked to 'ensure a more co-ordinated and systematic approach to assessment, marking and reporting'. Inspection evidence showed that although some departments are beginning to consider how systems could be rationalised it is still the case that these procedures are usually subject-specific and sometimes even teacher-specific. A scrutiny of the work of pupils, particularly those in the lower school, showed that their teachers mark work in different ways and that grades are not explained. In their response to the questionnaire some parents indicated that they were not well informed about the progress of their child. At the parents' meeting several parents said they were uncertain about the meaning of the grade marks awarded.

23. Senior managers and heads of department are usually aware of the progress and attainment of individuals and of groups of pupils. However, while some subject departments use the assessment procedures to track and review progress and to set targets, other departments have yet to make use of this information to identify teaching and learning strategies which could be improved.

Information and communication technology as a means to support teaching and extend learning is not in place in all areas of the curriculum

24. The school is meeting the requirements of the National Curriculum to provide all pupils with the basic skills and knowledge of ICT through the discrete courses followed by all pupils throughout the main school. However, the requirement to provide relevant ICT experiences within each of the subject areas is not being met. In lessons pupils are offered few opportunities to extend their ICT skills by, for instance, using computers to control machines in design and technology, or to handle and present data in science. In general, little use is made of ICT as a source of information in subjects or as an additional learning aid for pupils with special needs. A permanent link to the Internet is not readily available, so denying an essential reference base to pupils in general and sixth formers in particular. Few teachers have received formal training in the use of ICT.

25. The school has two computer suites; the main school has an insufficient number for all the pupils in some classes but the sixth form ICT suite is better equipped. Some computers are located in classrooms and other teaching areas but these are not enough to allow pupils to use them as a regular feature of presentation or research. In some instances, pupils cannot use the equipment unless a member of staff is present. The few computers in the library have similar constraints and so independent study is seriously curbed. In certain subject areas, notably geography and science, the very limited provision for ICT is restricting the coverage of the curriculum: for example, pupils do not have the facility to log data for weather recording.

The poor state of the accommodation in some areas detracts from teaching and learning

26. Several specialist areas are too cramped for effective learning. The undersized library means that books are not well displayed and often difficult to locate. The ICT suite in the main school is cramped and the art room is too small to accommodate a whole lower school class. Some of the science laboratories are approaching a state of overcrowding which is compromising the amount of practical work that can be done safely by pupils. The lack of indoor facilities and hard play areas restricts the range of activities in physical education, particularly in winter when the poor drainage on the pitches adds to the difficulties.

27. In general, the school's state of repair and decorative order are poor. Many pupils have to take their mathematics lessons in aged de-mountable classrooms that leak when it rains and have temperature variations that make both teaching and learning difficult. The leaking roof in the gymnasium is only prevented from being a serious health and safety risk by the vigilance of the staff who put down mats to prevent pupils' slipping on the wet floor.

28. In addition to the poor decorative state of the teaching areas, the display of pupils' work around the school is uninspiring and is not representative of the general high quality. In many rooms, useful teaching aids such as diagrams and spelling lists of technical words are not apparent. Opportunities are missed for displays that might stimulate discussion or inspire pupils to a sense of awe and wonder to support their spiritual development.

The school does not always make parents feel involved in their child's education

29. In general, parents are very pleased by what the school is doing for their son or daughter. However, a significant proportion of parents, in their responses to the questionnaire and at the meeting, felt that the school did not make them feel involved in their children's education. Concerns were voiced about the implications of grades awarded in the

reports, and the difficulty of contacting members of staff whether by coming to the school or by telephoning. Parents did not see the homework diaries as a useful communication tool in that they were not completed by members of staff. Parents are not informed routinely when pupils are put on the SEN register and sometimes not involved in setting targets in individual education programmes.

30. Inspection evidence pointed to gaps in the communication processes, such as a lack of clarity about which members of staff should be contacted in specific circumstances and by what means. A misapprehension about the use of the homework diaries was apparent in that some teachers thought that they did not necessarily have to complete their section or to routinely sign unless the particular situation warranted a comment.

The governing body has not ensured that all statutory requirements are met

31. The governors have not ensured that items listed in the previous report which did not comply with statutory regulations have been dealt with satisfactorily. Also, some issues raised as key issues for action, such as the lack of monitoring by senior management and the ambiguities in the assessment procedures, are still outstanding.

32. Governors have not ensured that the statutory requirements are met regarding the adoption of formal policy statements for health and safety, sex education, special educational needs and child protection procedures, and the requirement to give pupils experiences of ICT in all areas of the curriculum. In some instances policies have been reviewed and brought into line with current regulations but have not been adopted formally by the governing body and brought to the attention of all members of staff. In other cases, such as the ICT policy, the issue of staff training remains and the SEN policy does not meet statutory requirements regarding the parents' complaint procedure and the allocation of resources. There is still no provision for an act of collective worship for all pupils every day.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The school should now:

- (1) put in place a programme of monitoring to ensure high quality provision for all pupils;
(See paragraphs 19, 20, 21)
- (2) ensure that assessment, marking and reporting procedures are consistent across the school;
(See paragraphs 22, 23)
- (3) incorporate ICT across the curriculum;
(See paragraphs 24, 25)
- (4) improve the quality of accommodation and display in the school;
(See paragraphs 26, 27, 28)
- (5) improve the quality of its relationship with parents;
(See paragraphs 29, 30)
- (6) comply fully with statutory requirements.
(See paragraphs 31, 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	39	32	4	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	616	204
Number of full-time pupils eligible for free school meals	20	9

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	3	0
Number of pupils on the school's special educational needs register	77	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.4
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
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
	1999	118	0	118

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	84	103	91
	Girls	N/A	N/A	N/A
	Total	84	103	91
Percentage of pupils at NC level 5 or above	School	[90]71	[90]87	[84]78
	National	63	62	55
Percentage of pupils at NC level 6 or above	School	[64]31	[66]61	[59]46
	National	28	38	23

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	89	106	75
	Girls	N/A	N/A	N/A
	Total	89	106	75
Percentage of pupils at NC level 5 or above	School	[83]77	[89]91	[85]64
	National	64	64	60
Percentage of pupils at NC level 6 or above	School	[42]43	[55]67	[48]41
	National	31	37	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
	1999	116	1	117

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	92	113	114
	Girls	0	0	0
	Total	92	113	114
Percentage of pupils achieving the standard specified	School	[79]79	[100]97	[100]97
	National	46.6	90.9	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	53.0
	National	38.0

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

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

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	66	40	106

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	20.7	17.0	[21.7]19.3	0	0	0
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	0
	National	82.5

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0
	National	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	2
Indian	14
Pakistani	5
Bangladeshi	3
Chinese	1
White	783
Any other minority ethnic group	10

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	21	1
Other minority ethnic groups		

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)	46.5
Number of pupils per qualified teacher	17.6

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	4
Total aggregate hours worked per week	124

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	81.0
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Average teaching group size: Y7– Y11

Key Stage 2	N/A
Key Stage 3	26.9
Key Stage 4	21.4

Financial information

Financial year	1999/2000
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	£
Total income	1.857.642
Total expenditure	1.834.793
Expenditure per pupil	2238
Balance brought forward from previous year	-357.454
Balance carried forward to next year	-334.605

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	622
Number of questionnaires returned	270

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	59	3	1	1
My child is making good progress in school.	44	47	7	1	1
Behaviour in the school is good.	34	55	9	0	0
My child gets the right amount of work to do at home.	24	55	17	3	2
The teaching is good.	39	57	3	0	2
I am kept well informed about how my child is getting on.	30	46	18	5	1
I would feel comfortable about approaching the school with questions or a problem.	43	41	10	5	1
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	18	52	22	6	2
The school is well led and managed.	38	46	4	3	8
The school is helping my child become mature and responsible.	47	47	3	1	2
The school provides an interesting range of activities outside lessons.	31	43	17	2	7