

# INSPECTION REPORT

## **NAILSEA SCHOOL**

Mizzymead Road  
Nailsea  
North Somerset  
BS48 2HN

LEA area: North Somerset

Unique reference number: 109310

Headteacher: Mr Robin Gildersleeve

Reporting inspector: Mr Richard Mitchell  
15947

Dates of inspection: 7 - 9 November 2000

Inspection number: 223817

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of students: 11 to 18

Gender of students: Mixed

School address: Mizzymead Road  
Nailsea  
North Somerset

Postcode: BS48 2HN

Telephone number: 01275 852251

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Appropriate authority: The governing body

Name of chair of governors: Mrs Christine Mitchard

Date of previous inspection: 26 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a large 11–18 mixed comprehensive school serving an area where socio-economic standards are favourable. It is recognised by parents as a successful school and this makes it attractive to parents inside and outside the catchment area – hence it is over-subscribed. Since 1996, the number of students with statements of special educational needs has doubled so that it is now in line with the national average. Attainment on entry to the school is above the national average.

### **HOW GOOD THE SCHOOL IS**

This is a successful school that achieves results at General Certificate of Secondary Education (GCSE) and at A level that are well above the national average. It also makes a very positive contribution to the personal development of all its students. There are weaknesses in Key Stage 3 and in the consistency with which the school monitors and evaluates the quality of its provision. The school has a willingness and capacity to continue to improve. It is well organised and gives good value for money.

#### **What the school does well**

- Students achieve well at GCSE and at A level. This is the result of very good teaching in Key Stage 4 and excellent teaching in the sixth form.
- Students' personal development is assured through the school's care for them and the provision for their spiritual, moral, social and cultural development.
- The provision for students with statements of special educational needs and for other students who need more appropriate provision in Key Stage 4 is very good.
- The school provides an extensive range of extra-curricular activities, which helps to raise students' levels of interest and supports the needs of gifted and talented students.
- The sixth form is highly effective in meeting the needs of the students it recruits.

#### **What could be improved**

- Students do not make the same amount of progress through Key Stage 3 as they do in similar schools and consequently do not achieve as well at the end of Year 9.
- There is inconsistency in the monitoring and evaluation of quality and standards between staff who hold management responsibilities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1996. Since then it has maintained its high standards at GCSE and at A level. The school has successfully addressed many of the key issues and other weaknesses identified by the last inspection but, most significantly, has not completely addressed how to meet the needs of all students in lessons at Key Stage 3. It has had a new headteacher since September 1998, a new governing body has formed since then and most members of the senior management team are new into their roles since September 2000. The new headteacher had to evaluate the school in order to decide the direction he should give and, at the same time, he changed the culture to involve more staff. The leadership shown by the

headteacher and governors is a real strength of the school. The school is in a strong position to continue to move forward.

## 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	B
A-levels/AS-levels	A	A	A	

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

All three key stages compare favourably with national averages but Key Stage 3 results are well below average compared with similar schools and GCSE results for students achieving A\*-G grades are below average compared with similar schools. Overall, students' progress through Key Stage 4 is well above average in comparison to schools in which students scored similar levels at the end of Key Stage 3. This rapid progress is maintained through the sixth form. Hence, achievement at GCSE and at the end of the sixth form is very good. Over time the school's results have kept pace with the improvement in results nationally. A gender gap, in which girls out-perform boys, which is not there at entry, is apparent at GCSE and remains but does not widen through to A level.

Attainment observed in lessons in Key Stage 3 is around the level at which the students are working in all schools nationally. Generally, from Year 7 to Year 9, students' progress from Key Stage 2 is unacceptably low and at the end of Key Stage 3 they are achieving at levels below those which could be expected. Attainment observed in lessons in Key Stage 4 and in the sixth form, is generally above that expected nationally. In many cases this is because the challenge presented to the students is planned around activities that make them think and demand application and understanding to achieve success. This ensures that progress from Key Stage 3 is good.

## STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students are keen to come to school and enjoy the wide range of curricular and extra-curricular activities.
Behaviour, in and out of classrooms	The great majority of students behave well in and around the school. They work constructively and co-operatively both in groups and on their own.

Personal development and relationships	Students show respect for each other and for the property and equipment they use. Invariably, students are willing to accept and respect views different to their own.
Attendance	Attendance is well above the national average. Exclusions are low for a school of this type.

Students' attitudes and values are a strength of the school. The very good attendance figures indicate that students are keen to attend. The participation of a large number of students in the many and varied activities offered by the school shows how positive they are about making the most of their opportunities.

## TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Unsatisfactory	Very good	Excellent

*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 in lessons observed in English is good and in mathematics and science it is satisfactory. Teaching in Key Stage 4 and in the sixth form is particularly stimulating. It is characterised by very good use of questioning which challenges and probes students' thinking. High levels of interest, coupled with the clear enthusiasm of the teacher, ensure that there is clear success in learning. The only unsatisfactory teaching is in Key Stage 3 and is characterised by planning which does not set expectations securely based on information about students' prior learning; a limited variety of strategies for dealing with the range of attainment in the class and some over-tolerance of off-task behaviour. Consequently, the quality of learning is also unsatisfactory in these lessons. The skills of literacy and numeracy are taught satisfactorily. Across the 50 lessons observed, 88% are satisfactory or better, 36% are very good or excellent and 12% are unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers all students a broad and balanced curriculum. The choices offered and depth of curriculum planning at Key Stage 4 and in the sixth form build well on students' previous studies.
Provision for students with special educational needs	Students with statements for their special educational needs are provided for well. Others on the special needs register do not have their needs met by all teachers, especially in Key Stage 3.



Provision for students' personal, including spiritual, moral, social and cultural development	Provision for personal development is very good. The school has maintained high standards with regard to moral, social and cultural provision and has improved spiritual provision. Support for cultural understanding within a national and global context is very good.
How well the school cares for its students	Pastoral care is a strength of the school. Teachers know students well and respond to them in a positive and supportive way.

The school, through its curriculum at Key Stage 4 and in the sixth form, provides well in supporting students' intellectual, personal, social and physical development. There is a weakness in Key Stage 3 in supporting the intellectual development of all students. The monitoring of students' attendance and behaviour are both very good and the actions taken to ensure these are as good as possible are highly effective. The use of assessment to monitor individual progress, to modify the curriculum appropriately and to guide students forward, whilst better developed at Key Stage 4 and in the sixth form, is not so effective at Key Stage 3.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has set a clear direction for the development of the school and his senior management team is contributing well to putting this vision into action.
How well the governors fulfil their responsibilities	This highly astute governing body not only fulfils its statutory duties but also holds the school to account for its work and, through this, helps to shape the direction for the school.
The school's evaluation of its performance	The school recognises most of its strengths and weaknesses and plans appropriate actions to share and address them.
The strategic use of resources	The school uses its financial resources well and deploys its staff efficiently to meet its own needs.

The headteacher and governing body are setting a clear direction for the school. Other senior managers share this direction and there is a high expectation that curriculum and year team leaders will follow. The school is achieving most of its aims well. Managers outside the senior management team recognise the clear steer but are not held sufficiently accountable for their actions and their impact on learning. This is due to inconsistencies in whether monitoring takes place and whether evaluation is carried out against agreed expectations. There is clarity in the school's priorities for action and they are appropriate. There are many indicators of a shared commitment to improvement. There is no doubt that the school is in a very strong position to continue to improve. The school spends its money wisely.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• School's expectations of hard work</li><li>• Good leadership and management</li><li>• Students' good progress</li><li>• Good teaching</li><li>• Good pastoral support</li><li>• Ease with which they can approach the school with problems</li></ul>	<ul style="list-style-type: none"><li>• Information they receive about their children's progress</li><li>• Homework</li><li>• Lack of interesting extra-curricular activities</li></ul>

Parents are very pleased with much of what the school does for their children. One inspection finding is that, overall, reporting about progress is good. There are some inconsistencies in reporting weaknesses in individual subjects and in the timing of some meetings. Reports could be more helpful if students' attainment was measured against national levels. The inspection does not support parents' concerns about homework. The homework set is useful, constructive and relevant. Parents' concerns about extra-curricular activities are also not supported. There is a wide range of all varieties of extra-curricular activities giving opportunities for interested as well as gifted and talented students.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Students achieve well at GCSE and at A level. This is the result of very good teaching in Key Stage 4 and excellent teaching in the sixth form**

- 1 Attainment in lessons in Key Stage 4 is above the national average and consequently students achieve well in their GCSE examinations. For example, students in a Year 11 lesson rose to the challenge of analysing and evaluating the work in which they were involved; in another Year 11 lesson students showed very high standards of presentation by paying attention to detail.
- 2 The percentage of students gaining five or more A\*-C grades is well above the national average as is the average total points they score across all of the subjects they enter. These results are above the average for similar schools and demonstrate good progress from the end of Year 9. This progress is well above average for schools in which students achieved similar levels at the end of Key Stage 3. As in other schools, girls achieve better results than boys, but this gender gap is now the same as that found nationally and narrower than when the school was inspected in 1996.
- 3 Results in all subjects for the percentage gaining A\*-C grades are higher than those found nationally. Within the school, students do particularly well in English, mathematics, design and technology, French, geography, German, history, information studies and religious studies compared to their other entries.
- 4 Attainment in lessons in the sixth form is also above the national average and students achieve well at A level and in the courses leading to a General National Vocational Qualification (GNVQ). For example, in an A level class students were able to understand why some social structures are sustained whilst others change; students in many subjects were able to use technical vocabulary with meaning in offering explanations of complex ideas.
- 5 The average total points score for students studying two or more A levels is well above the national average. These results represent continued good progress from GCSE. As at GCSE, girls achieve better than boys. This gap does not widen from GCSE but it is wider than the national gap at A level.
- 6 The quality of teaching in Key Stage 4 is very good and in the sixth form it is excellent. Of the lessons observed in Years 10 and 11, none of them was less than satisfactory, over half were good or better, over 40% were very good or better and one in five was excellent. Of the lessons seen in Years 12 and 13, none of them was less than satisfactory, more than eight in ten was good or better, nearly three in four was very good or better and one in five was excellent. These statistics are astonishingly good.

- 7 The positive features of this teaching were, for example, the very good subject knowledge demonstrated by a teacher in an A level lesson where students' broader understanding was developed through the teacher exploiting the subjectivity of the language, the range of interpretations and, hence, the instability of meaning. There were also numerous examples of teachers marking students' work in detail to show what needed to be done to improve the standard. Planning demonstrated that teachers were focused on the knowledge and skills that they wanted students to learn, for example, in another A level lesson where the whole structure of the lesson and the teacher's actions were focused on the development of particular investigative and manipulative skills. Once students were engaged in work, teachers were playing a role in which they made very good use of questioning to challenge and probe students' understanding, as in a Year 11 lesson. Another strength in such teaching was the way in which the teacher controlled potentially difficult situations and encouraged participation from the most reluctant of learners. A good example of this was another Year 11 lesson for students chosen to follow a non-GCSE course where the teacher teased out involvement from the most reticent students whilst being sensitive to the learning difficulties of others.
- 8 As a result of such high-quality teaching, students' learning is also very good. In these lessons students make very good gains in knowledge, skills and understanding. For example, in a Year 11 lesson where the high quality of the relationship between the teacher and the students resulted in students feeling confident enough to express themselves and take creative risks. It is such confidence that characterises many of these positive experiences for students. Another example is the A level lesson where students applied themselves extremely well to the task, discussed, shared and refined their ideas before feeding back to the class and, hence, improved their analytical skills.

**Students' personal development is assured through the school's care for them and the provision for their spiritual, moral, social and cultural development**

- 9 The school makes a large contribution to students' personal development, and deals well with their special educational needs. All students are cared for well as individuals. The support and care they receive ensures that the vast majority remains in the school until they are ready to leave.
- 10 Students move around the large school site with a degree of calm and order. They are well behaved, polite and pleased to discuss aspects of the school with visitors. In lessons, most students willingly engage with the tasks set and many are keen to get as much out of the school as they can. They respond extremely positively to good teaching and are grateful for the many extra-curricular opportunities they are offered. Students with special educational needs are fully integrated into the school and treated with as much respect as their peers.
- 11 Staff act as good role models for students in terms of acceptable behaviour and in helping students explore right and wrong and moral dilemmas. A good example of this was in a Year 8 lesson where the students were engaged in a debate about

environmental issues and their impact on a community and the teacher demanded respect for others' views. Spiritual development is dealt with by ensuring that every student has a growing sense of their own worth, their strengths and weaknesses and their own potential. The improved provision for religious education in Key Stage 4 makes a strong contribution to this area. The criticism at the last inspection of students' lack of multi-cultural understanding has been improved, for example, by visits to areas of higher social deprivation and subsequent discussion of reasons and solutions.

- 12 Tutors are clear about their roles and know their students well as individuals, particularly in relation to their personal qualities. They respond to their students in a positive and supportive way. There is some inconsistency in how much tutors know about the academic progress of their students, particularly in Key Stage 3, but this is better in Key Stage 4 and even better in the sixth form.

**The provision for students with statements of special educational needs and for other students who need more appropriate provision in Key Stage 4 is very good**

- 13 Students' special educational needs are identified through contact with the school from which they transfer or through parental concerns. The negotiation of a programme specific to statemented students' needs is handled sensitively and involves the students so that they are aware of the purpose of all in which they then become engaged. Provision to meet the needs of such students is excellent both in class, through learning support assistants, and through the one-to-one tuition in the learning support department. It results in many of them improving to such a degree that they return from such programmes into mainstream provision.
- 14 The school also makes good provision for students who cannot cope with the normal load of subjects at Key Stage 4. Through the Youth Award Scheme and the opportunity to be involved in community and work-related experiences, they are encouraged to remain in school whilst gaining confidence.

**The school provides an extensive range of extra-curricular activities, which helps to raise students' levels of interest and supports the needs of gifted and talented students**

- 15 There is a very large commitment by many staff to provide a wide range of extra-curricular opportunities and curriculum support clinics and many students make the most of such opportunities.
- 16 In the week of the inspection, students could take advantage at lunch time and after school of activities such as art, dance, music, access to the library and rehearsals for the forthcoming school production. There was a variety of sports taking place after school such as netball, rugby, hockey and football and some of these involved local competitions. In addition, there were opportunities to gain skills in, for instance, food technology and word processing.

- 17 These activities operate at a level that does not just encourage participation by all but extends the skills of gifted and talented students. Many of these take place beyond school hours into evenings and weekends and often involve outside help. For example, the links to Bristol Athletic Club, to Kilve Court (for students gifted mathematically or linguistically), involvement in the Rotary Club Award, the Salters' chemistry competition and the Heinz national football cup.
- 18 The school has an impressive range of sporting and other successes both locally and nationally, all of which contribute to meeting the school's aims of intellectual, personal, social and physical achievement at the highest possible level for every individual.

**The sixth form is highly effective in meeting the needs of the students it recruits**

- 19 This is a highly successful sixth form. Results at A level are well above the national average overall. The quality of teaching is excellent and consequently students learn well. Teachers use their excellent subject knowledge to enthuse students and to challenge their understanding in depth. Students quickly adapt to accepting responsibility for their own learning, to thinking for themselves and to testing out their own understanding through reading, applying their knowledge and formulating their own ideas.
- 20 The school offers its students a wide range of AS and A level courses supplemented with GNVQ courses. This curriculum meets the needs of the students it recruits well. In addition to these academic courses, students are also offered opportunities to broaden their personal development through involvement in recreation or community activities and in general studies.
- 21 Many students take advantage of opportunities to accept real responsibilities within the school and wider community and through these experiences they achieve the school aim of growing into responsible, aware and tolerant adults.
- 22 Students are supported well from recruitment to success and departure by a dedicated team of tutors very ably led by the head of sixth form and his assistant. All aspects of students' experience, their personal development and their attendance are monitored closely and help offered at appropriate times.
- 23 This sixth form is unusual in that it operates in a highly cost-effective way, not drawing any subsidy from the budget allocated to the school for students in Key Stages 3 and 4.

## WHAT COULD BE IMPROVED

**Students do not make the same amount of progress through Key Stage 3 as they do in similar schools and consequently do not achieve as well at the end of Year 9.**

- 24 Students enter the school from Key Stage 2 with results that are above the national averages in each of English, mathematics and science. In 1999, the results at the end of Key Stage 3 were at the national average in English, well above the national average in mathematics and above the national average in science. In 2000, these results had improved in English and science and weakened in mathematics. In 1999, the results overall were well below the average for similar schools in all three subjects and in English they were in the bottom 5% of similar schools. In 2000, English was still below average for similar schools and mathematics and science remained well below average. It is these comparisons with similar schools that are worrying. They indicate that students do not make the expected gains through the three years of Key Stage 3.
- 25 In Key Stage 3, thirteen of the twenty-seven lessons observed were taught well or very well. However, six lessons were taught unsatisfactorily. The weaknesses in these unsatisfactory lessons, which were sometimes present in the eight lessons that were taught satisfactorily, included features that were linked to an inappropriately slow pace, a level of challenge that did not meet the needs of all students, insufficient focus on learning and over-tolerance of inappropriate behaviour. One example was a lesson in which students worked through a series of tasks fed to them one at a time by the teacher. The pace of this lesson was determined by the slowest students, so that there were times when the quicker students were waiting for others to catch up. Another example was a lesson where even the most enthusiastic students complained that the topic had gone on for too long. Consequently, they became inattentive but the teacher tolerated the excessive noise level and off-task behaviour so that a significant proportion of students (mainly boys) made poor progress. A final example was a lesson where planning made reference to tasks but not to the learning expected of students at different levels. As a result, students merely completed the tasks and the higher attainers were not challenged further through, for example, higher levels of questioning from the teacher.
- 26 Scrutiny of the schemes of work from which teachers have to plan show that there is a great deal of inconsistency in the way in which the work to be taught is presented to staff. In English, whilst helpful guidance is provided for teachers, there are no specific links drawn between activities and the expected learning outcomes. In mathematics, the planning provides too little guidance in the way of clear learning objectives linked to expectations for the progress of students. In science, the planning indicates what has to be taught and the sequence of lessons by which this might be achieved but there is too little information about the expectations for learning at different levels of attainment.

- 27 It is apparent that links with the primary schools from which the school draws its students are such that they ensure that students experience a smooth transfer. It is also clear that information about their prior attainment and any special educational needs is also transferred. However, although work is progressing to find out what students have already learned, currently insufficient attention is paid to the curriculum they were following and the levels at which they were working prior to transfer to plan expectations that would ensure progress in Year 7 and through Key Stage 3.

### **There is inconsistency in the monitoring and evaluation of quality and standards between staff who hold management responsibilities**

- 28 The school has already addressed successfully many of the issues raised at the previous inspection with regard to leadership and management. Staff at all levels and the governing body recognise that the headteacher has worked hard to change the culture of the school so that all are expected to carry some responsibility for school improvement. However, it is also apparent that the impact of this devolved responsibility on quality and standards is dependent upon the effectiveness of individual heads of curriculum areas and heads of year. This is because lines and systems of accountability are not clear to all involved. The school is aware of this and is well advanced in defining who is accountable for what, to whom and in what way.
- 29 Monitoring is more developed in some parts of the school than others. Sometimes this is in the form of direct observation; sometimes it is in the form of sharing of good ideas or joint scrutiny of the outcomes of work. Whether it happens or what happens is inconsistent across the school. Where monitoring involving a number of managers is in place, for example, in the monitoring of the quality of teaching in subjects, there is too little agreement about what the criteria are against which the observations should be evaluated. Consequently, there are different views of what good practice is so that it can be shared or what constitutes weaknesses so that appropriate action can be taken to eliminate them.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 30 In order to maintain the current strengths of the school and address the weaknesses, the governors and senior managers should continue to:
- 1 raise standards in Key Stage 3 at least to the levels in similar schools by:
    - building on the current strong links with primary schools so that there is more focus on curriculum continuity
    - making better use of information about students' attainment at the end of Key Stage 2 to plan more appropriate expectations that are shared by all staff
    - eliminating all the current weaknesses in teaching by ensuring that all teachers meet the needs of all students better and thus engage students in learning that they find more stimulating



- 2 develop and share criteria against which the outcomes of monitoring can be evaluated so that all who hold management responsibilities are:
  - judging quality and standards against these criteria
  - able to account for strengths and weaknesses in outcomes and practice and, hence, share the good practices and tackle the weaknesses more effectively.

These two key issues are recognised by the school and form part of the current school improvement plan.

## **SIXTH FORM**

- 31 This is a highly successful sixth form that meets the needs of the students it recruits from Year 11 extremely well. Results at A level are well above the national average overall, and female students exceed the national average for their gender. Male students do not achieve as well, indeed they achieve below the national average. This is the same gap in attainment that is apparent in GCSE results but it does not widen as students progress through the sixth form.
- 32 The quality of teaching is excellent and consequently students learn well. As described in more detail in paragraphs 7 and 8, teachers use their excellent subject knowledge to enthuse students and to challenge their understanding in depth. Students quickly adapt to accepting responsibility for their own learning, to think for themselves and to test out their own understanding through reading, applying their knowledge and formulating their own ideas.
- 33 The school offers its students a wide range of A level courses supplemented with GNVQ courses. This curriculum meets the needs of the students it recruits well. Indeed, students play a part, through consultation, in shaping the curriculum. In addition to these academic courses, students are also offered opportunities to broaden their personal development through involvement in recreation or community activities and in general studies. Many students in Year 12 find that their involvement in four AS courses puts them under pressure so that they choose to opt out of, in particular, general studies. This is a loss to them since this offers high-quality experiences.
- 34 Many students take advantage of opportunities to become involved as 'custodians' supporting the integration of Year 7 students into the school or as 'learning partners' working in class to support the learning difficulties encountered by some younger students. Both of these and the wider opportunities to accept real responsibilities within the school and wider community are contributory factors to the sixth-form experience achieving the school aim of producing responsible, aware and tolerant adults.
- 35 Students are supported well from recruitment to success and departure by a dedicated team of tutors very ably led by the head of sixth form and his assistant. All aspects of students' experience, their personal development and their attendance are monitored closely and help offered at appropriate times. They are

expected to behave as young adults and to accept the responsibility for their own actions that this entails. Consequently, parents are only involved after the school has dealt directly with the student over any difficulties.

- 36 This sixth form is unusual in that, although teaching groups are smaller than those in the rest of the school, its sheer size ensures that its income equals its expenditure. Consequently, it operates in a highly cost-effective way, not drawing any subsidy from the budget allocated to the school for students in Key Stages 3 and 4.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and students	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	24%	24%	28%	12%	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 students

#### Students on the school's roll

	Y7 – Y11	Sixth form
Number of students on the school's roll	1131	231
Number of full-time students eligible for free school meals	58	0

#### Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	31	0
Number of students on the school's special educational needs register	228	0

#### English as an additional language

	No of students
Number of students with English as an additional language	1

#### Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	53
Students who left the school other than at the usual time of leaving	46

### Attendance

#### Authorised absence

	%
School data	1.05
National comparative data	9.2

#### Unauthorised absence

	%
School data	0.42
National comparative data	1.2

*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 students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	110	95	205

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of students at NC level 5 and above	Boys	62	86	71
	Girls	65	68	58
	Total	127	154	129
Percentage of students at NC level 5 or above	School	62 (80)	75 (82)	63 (77)
	National	63 (65)	62 (59)	55 (56)
Percentage of students at NC level 6 or above	School	22 (51)	50 (55)	20 (39)
	National	28 (35)	38 (36)	23 (27)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of students at NC level 5 and above	Boys	73	86	74
	Girls	71	68	67
	Total	144	154	141
Percentage of students at NC level 5 or above	School	70 (60)	75 (63)	69 (61)
	National	64 (62)	64 (63)	60 (62)
Percentage of students at NC level 6 or above	School	38 (28)	43 (37)	45 (29)
	National	31 (30)	37 (37)	28 (30)

*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	106	99	205

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	63	100	103
	Girls	69	95	97
	Total	132	195	200
Percentage of students achieving the standard specified	School	64.4 (68.4)	95.1 (96.1)	97.6 (98)
	National	46.6 (44.6)	90.9 (89.8)	94 (94)

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

GCSE results		GCSE point score
Average point score per student	School	48.2 (48.8)
	National	38.0 (36.8)

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 students who achieved all those they studied	School	0	
	National		

### 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	33	51	84

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	16.1	23.2	20.4 (19.5)	1	4	2.0 (3.4)
National	17.7	18.1	17.9 (17.6)	2.6	3.3	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 students who achieved all those they studied	School	0	
	National		

<b>International Bacculaureate</b>		<b>Number</b>	<b>% success rate</b>
Number entered for the International Bacculaureate Diploma and the percentage of those students who achieved all they studied	School	0	
	National		

### ***Ethnic background of students***

	No of students
Black – Caribbean heritage	
Black – African heritage	
Black – other	3
Indian	1
Pakistani	
Bangladeshi	
Chinese	3
White	1346
Any other minority ethnic group	9

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani	3	
Bangladeshi		
Chinese		
White	24	
Other minority ethnic groups		

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	77.3
Number of students per qualified teacher	17.62

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	13
Total aggregate hours worked per week	361

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	77%
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	26.1
Key Stage 4	23.5

### ***Financial information***

Financial year	1999/2000
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	£
Total income	3344129
Total expenditure	3253448
Expenditure per student	2390
Balance brought forward from previous year	91422
Balance carried forward to next year	182103



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1362
Number of questionnaires returned	572

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	34	55	8	2	1
My child is making good progress in school.	37	53	6	1	2
Behaviour in the school is good.	18	65	8	2	6
My child gets the right amount of work to do at home.	19	59	16	4	2
The teaching is good.	24	65	5		6
I am kept well informed about how my child is getting on.	20	47	23	4	6
I would feel comfortable about approaching the school with questions or a problem.	43	45	9	1	2
The school expects my child to work hard and achieve his or her best.	52	43	2	1	1
The school works closely with parents.	22	52	18	3	4
The school is well led and managed.	35	55	5	1	4
The school is helping my child become mature and responsible.	31	57	5	1	5
The school provides an interesting range of activities outside lessons.	14	45	19	4	19