

INSPECTION REPORT

MOULSHAM HIGH SCHOOL

Chelmsford, Essex

LEA area: 881 Essex

Unique reference number: 115233

Headteacher: Dr. Chris Nicholls

Reporting inspector: John Russell Sherman
7583

Dates of inspection: 14-16 November 2000

Inspection number: 223820

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11-19 years
Gender of pupils:	Mixed
School address:	Brian Close Chelmsford Essex
Postcode:	CM2 9ES
Telephone number:	01245 260101
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Appropriate authority:	The governing body
Name of chair of governors:	Roy P. Knivett
Date of previous inspection:	31 October 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moulsham High School is a very large secondary comprehensive school with over 1500 boys and girls aged 11-18, some 230 of whom are in the 6th Form. Most of its pupils come from the Chelmsford area. Pupils' attainment is above national averages when they start at the school. There are relatively few pupils with low or very high attainment scores at this point. The attainment on entry of the current Years 7 & 8 was well above that of the current Years 10 and 11. Fifty-five pupils (5.6 per cent) have English as an additional language. Only a small number of these require and receive intensive language support. The proportion of pupils with special learning needs is below average.

HOW GOOD THE SCHOOL IS

Moulsham High School is a very good school that achieves high standards for its pupils. High expectations of effort and conduct, focused leadership, good teaching and hard working staff combine to create an atmosphere in which pupils want to work and succeed. The school provides good value for money.

What the school does well

- Standards are very high when pupils are 14 and 16.
- Creates an environment in which pupils across the ability range believe they can succeed and work hard to do so.
- Very strong leadership and effective management ensure that pupils have excellent attitudes, behave very well and have very good relationships with staff and with each other: these are the major reasons for the good progress they make with their learning.
- A high proportion of teaching is good.

What could be improved

- Reviewing the impact of particular teaching methods and approaches to inform future planning and to ensure that tasks are always challenging and purposeful.
- Sharing the most effective practice to improve the quality of teaching.
- Ensuring that pupil workloads, including homework, are more evenly spread.

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 progress since the last inspection in November 1994. It has been very successful in improving the quality of education and in raising standards. GCSE results have risen significantly and the quality of teaching has also improved and is now reasonably consistent. The school has tackled thoroughly and effectively the great majority of the 11 areas identified for action. The amount of homework is still uneven and provision for collective worship still does not meet statutory requirements. The school has spent a lot of money on computers and information and communication technology provision is now a strength of the school. The school makes very good use of data to analyse its overall performance and to set whole-school targets.

STANDARDS

The table below 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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	A	A	A	B	well above average A average B above average C average D below average E well below average
A-levels/AS-levels	D	C	C	N/a	

Pupils achieve very well at the school. Pupil performance at GCSE at age 16 is well above the national average and above the average for similar schools. The proportion of pupils gaining 5 or more A* - C grades and 5 or more A* - G grades is particularly high. Progress between the ages of 14 and 16 is also well above average because of excellent attitudes and good teaching. The rate of improvement in GCSE results has been above the national trend. School targets are challenging and appropriate.

Results in the national tests for 14 year olds have been consistently above national averages. In mathematics they are well above the national average for all schools and similar schools. In science they are well above the national average for all schools and above those for similar schools. In English they are above average for all schools but average for similar schools. This masks the fact that the proportion of girls reaching the expected level (Level 5) in English is very high in comparison with the national figure, whilst the proportion of boys reaching the expected level is just in line with national averages. Work seen during the inspection did not reflect this difference in lessons or in work completed during the autumn term. This suggests that the school is more effective in preparing girls for the demands of the Key Stage 3 tests than boys and that inconsistencies in literacy provision in subjects has more adverse impact on boys than girls. The school is currently working on a more co-ordinated approach to literacy in subjects.

Attainment at A and AS Level at 18 is close to the national average. The reason that results at 18 are lower than at 16 is largely a result of the school's relatively open entry policy, where all pupils who might benefit from A and AS Level courses are allowed into the sixth form, not just those pupils with the highest grades. The school also chooses not to enter pupils for A Level General Studies.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: a major strength of the school. Pupils work very hard and believe the school helps them to achieve. They are very clear about how they should behave and that they want to do well.
Behaviour, in and out of classrooms	Very good. Pupils are considerate, calm and purposeful both in lessons and around the school.
Personal development and relationships	Very good. Relationships are a particular strength. Pupils see themselves as an important part of the school community.
Attendance	Very good. Attendance is well above the national average.

Clear and consistent expectations by staff, the very positive relationships in the school and the very positive parental support combine to promote excellent attitudes to learning and achievement.

TEACHING AND LEARNING

Teaching of pupils:	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.

Teachers know about the subjects they teach and frequently convey a sense of excitement about them. This helps pupils to concentrate. Teachers work hard. They expect pupils to do the same and they do. Teachers manage pupils very well and expect and get very high standards of behaviour and concentration. They use homework very effectively to support learning in the classroom. No teaching was unsatisfactory but tasks were sometimes not as productive as they might have been because objectives were not clearly stated. Opportunities to develop literacy skills are not consistently developed across the school. Numeracy skills are reasonably well integrated into the curriculum. Support for pupils with statements of special educational needs is good. Teaching meets the needs of all pupils, but it does vary from satisfactory to excellent. Some of the most effective teaching takes place in the highest and lowest sets where tasks are closely linked to clearly stated objectives. Teaching was satisfactory in all lessons seen, very good or better in 28 per cent of lessons and good in a further 49 per cent. The overall quality of teaching was good and enabled pupils to make significant progress in their learning. There were weaknesses in about a fifth of lessons, which slowed the rate of pupils' learning, although teaching was still satisfactory in these lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad and balanced curriculum, which engages pupils' interest. The school meets statutory requirements with the exception of religious education in the sixth form. The sixth form curriculum is otherwise broad and balanced although restricted to A and AS levels.
Provision for pupils with special educational needs	Good. Provision is well organised, supportive and effective. Teachers plan well to meet pupils' needs, particularly when extra support is available.
Provision for pupils with English as an additional language	Sound. Provision is well planned and is developing in response to increased numbers of pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Moral and social development are very good. Cultural development is sound overall and spiritual development, which relies heavily on good religious education provision, is satisfactory. Assemblies make a strong contribution to moral and social development.
How well the school cares for its pupils	Very good. Staff know their pupils well and use this knowledge to help and support them. Child protection procedures are well organised and appropriate.

The school effectively promotes respect for others, self-respect and an awareness of the need to co-operate with one another. The support system is strong and sustains and cares for pupils well. There is insufficient time for religious education in the sixth form.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher, senior managers, staff and governors have a shared commitment to the aims and objectives of the school. Strategic and financial planning are very good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very effectively. They are well informed, work together effectively and plan clearly for the future. Evaluation procedures lack sufficient clarity.
The school's evaluation of its performance	Satisfactory overall. Very good use is made of whole school assessment information to judge overall effectiveness of the school and departments. Key staff have a good awareness of the school's performance. Monitoring of teaching and the impact of particular methods at whole-school and departmental level is relatively weak.
The strategic use of resources	Good. Available resources are used well. Money available to the school is used well for pupils at the school, with a small but prudent contingency fund.

A key strength is the commitment and motivation of all staff to provide a high quality of education. Principles of best value are applied appropriately. Monitoring of teaching and the impact of particular methods at school and departmental level need to be improved.

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 expects their children to work hard. • Pupils make good progress at the school. • Pupils behave well at the school. • Pupils like school and are helped to become mature and responsible adults. • The good quality of teaching and the commitment of staff. • The school is well led and managed. 	<ul style="list-style-type: none"> • The information they receive about how their child is progressing. • The amount of work and homework and the clarity of homework given. • How closely the school works with parents. • Canteen space.

Overall, parents are very positive about the school. The inspection team agrees with the points that please parents. It also agrees that work-loads can be uneven: in relation to homework in Years 7, 8 and 9 and the pressures between homework and coursework in Years 10 and 11. In some cases pupils do not record their homework clearly enough. The team judges the provision of information about progress and standards to be good, although the timing of the Year 8 parents' meeting should be reviewed. The school clearly tries to work closely with parents, and is successful in many ways, however the significant minority of parents who do not feel that it succeeds in this area must be a cause for concern. Lunchtimes are very well managed but space is very limited for the number of pupils at the school. Behaviour in the canteen was exemplary during the period of the inspection, but this was helped by the fact that many pupils have decided not make use of the facility because of the limited space.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high when pupils are 14 and 16.

1. When pupils start at Moulsham High School in Year 7 their attainment is above average. This has been true for the past six years but it is more obvious in the current Years 7 and 8. At the same time there are fewer pupils with very low attainment and very high attainment than would normally be found in an all ability comprehensive school of this size. Attainment in the national tests at 14 is generally well above average except for boys in English where it is average. By the age of 16, pupils' attainment is very high and is much better than in similar schools. The key reasons for this good progress are that pupils respond well to:

- the good quality of teaching;
- the high expectations - especially in terms of work and effort;
- the clear rules for behaviour;
- the very positive relationships that teachers establish with their pupils.

2. These factors are supported by very good attendance rates and the excellent attitudes to learning in which almost all pupils try their best and make good progress in their academic and social development.

3. Results in the national tests for 14 year olds have been consistently above national averages. In mathematics they are well above the national average for all schools and similar schools. In science they have been well above the national average for all schools and above those for similar schools. Attainment for boys and girls is reasonably even in both science and mathematics. In English, results are above average for all schools but average for similar schools. The proportion of girls reaching the expected level is very high in comparison with the national figure, whilst the proportion of boys reaching the expected level is lower, being just in line with national averages. The rate of increase judged by average points over recent years is slightly below the national trend.

4. Pupil performance at GCSE at age 16 is well above the national average and above the average for similar schools. It is particularly strong in terms of the proportion of pupils gaining 5 or more A* - C grades and 5 or more A* - G grades. The progress between 14 and 16 is very good. The rate of improvement in GCSE results has been above the national trend.

5. Attainment at A and AS Level at 18 is close to the national average. This lower comparative judgement compared to age 14 and 16 is largely a result of the relatively open entry policy of the school at post 16. The school does not insist on the highest GCSE results as an entry qualification for A Level studies as it believes that it has a duty to provide the opportunity to remain at the school for those who can benefit from the courses the school offers.

Creates an environment in which pupils across the ability range believe they can succeed and work hard to do so.

6. During all the observations and interviews only an extremely small number of pupils showed any signs of not wanting to, or not believing that they could, succeed. Even these pupils did their utmost to take an active part in lessons because of an obvious sense of pride in their school. Pupils from across the ability range who were interviewed were clear that they were making progress and that they knew that they had to work hard to do themselves justice. This was equally true for pupils from the highest and lowest sets. It was clear that

they believed in themselves partly because their teachers believed in them, and partly because they were told when they produced good quality work.

7. Pupils concentrate well in lessons. They also help each other to make progress. One good example of this was when Year 7 girls were working in small groups to refine a performance in music. One girl found the task particularly difficult but, with the patient support of others, she was able to take part in the group performance successfully by the end of the lesson and all the pupils involved felt a real sense of achievement. Boys in a lower Year 7 set showed a similar spirit of co-operation and determination to succeed. This general attitude to learning was also clearly shown in a Year 9 geography lesson when one boy made a very quiet but negative comment about a lower set and was, equally quietly, told off by the two boys he was working with, and seemed to genuinely regret the remark.

8. The clearest evidence of pupils' attitudes to work is the sheer volume that they get through, both in and out of lessons. This was most obvious in the sixth form where many of the folders of student's work seemed to be almost too heavy to move and where pupils, although they did smile a little ruefully when questioned about the volume of their work, did not for a moment question that they needed to do it. Equally, from 11 to 16, there was almost no open comment made in lessons about any homework set being too much, although when asked many did talk of the considerable pressures of work.

Very strong leadership and effective management ensure that pupils have excellent attitudes, behave very well and have very good relationships with staff and with each other: these are the major reasons for the good progress they make with their learning.

9. A major reason for the success of Moulsham High school is the unswerving commitment of the headteacher, governors and staff to high standards of behaviour, to positive relationships between staff and pupils, and between staff and staff, and to achievement for all. The headteacher is dedicated to these aims and provides a very effective lead. Individuals, both staff and pupils, are valued and encouraged at Moulsham, and this makes a difference to motivation and relationships which in turn promotes learning and progress. This takes place within a very clear framework in which all are clear about expectations, what the school stands for and what is acceptable and what is not.

10. Behaviour in lessons and around the building is almost always very good. When incidents arise they are dealt with firmly and effectively. This was clearly seen during the inspection with three boys who had exceeded reasonable behaviour at break. They were quietly removed from a class and returned with minimum interruption. They clearly acknowledged that their behaviour was not acceptable and did not appear likely to repeat their offence quickly. Pupils were also clear that when any misbehaviour or bullying does take place it is taken seriously and dealt with firmly and promptly.

11. The very good quality of relationships between teachers and pupils is evident in many lessons. This was very clearly seen in a Year 10 lesson introducing an element on drugs and sex education where the quality of relationships allowed a difficult topic to be addressed in a mature and thoughtful way and which allowed all pupils to be involved in the lesson. This quality of relationships develops reflective pupils who will discuss a broad range of issues in a mature way: as with a group of older pupils who discussed the timing of their own education in this area and debated whether it was too little, too late, or sufficient and appropriate.

12. The excellent quality of pupil attitudes are evident in all aspects of school life: in the way in which all sixth form students turn up on time to registration without complaint; in the active and spectator participation in sporting events; in the way in which Year 11 pupils gave

freely of their time to raise funds for a national event during the inspection, and in the intense anticipation and friendly rivalry between forms to see which had succeeded in raising the most money.

A high proportion of teaching is good.

13. Good or very good teaching was seen in all subjects during the inspection. Teachers frequently show that they enjoy teaching and that they enjoy their subject. This enthusiasm communicates itself to pupils and encourages them to become involved in the work.

14. Teaching is consistently strong in mathematics across the age range from 11 to 18. Lessons are characterised by good pace, clear objectives and explanations which pupils understand, good quality teacher input, very good relationships and excellent pupil management skills. All of these factors were seen in lessons from Year 7 to Year 13.

15. Pace and well-chosen activities are frequently used to motivate and engage pupils. In a Year 7 physical education lesson and in a Year 11 design and technology lesson for example, working slowly was not an option and learning and progress was good. In a Year 10 science lesson on radioactive decay, well chosen activities with clear time targets for the activities linked to well promoted paired work led to very good progress with all members of the class keen to finish within the times set.

16. Some teachers make excellent use of focussed but open-ended questioning that allow and encourage pupils to make use of their knowledge and experience. In a Year 11 religious education lesson on religion, wealth and poverty for example, pupils were enabled to make use of their everyday experience to reach very high levels of discussion and debate. Some pupils showed their high levels of knowledge in relation to particular religious teachings, whilst others were able to make very pertinent points by reference to current TV programmes such as "Big Brother", its star Craig and his use of his prize money.

17. Good use of paired or group work was seen in a number of English lessons. For example, in a Year 9 lesson on a selection of poems on the theme of childhood, pupils worked very effectively in groups with one member of each group then feeding back to the whole class. This allowed for the development of both maturity and depth and enabled far more active involvement by pupils than would have been possible in a teacher-led session, which in turn led to greater progress. Working in pairs was used well to promote discussion, debate and co-operative working in a Year 7 English class working on poetry related to colour. Again, the design of tasks promoted effective learning at a good pace.

18. There is a good understanding of examination requirements at 16 and 18. These are effectively shared with pupils as seen in a Year 11 geography lesson on tropical rainforests where revision strategies and exam criteria were shared with pupils at a good pace via some penetrating questioning. Classroom management is generally very strong. The very positive relationships, combined with the clear and high expectations combine to produce the very positive approach demonstrated by pupils, which in turn leads to effective learning, good progress and high achievement.

WHAT COULD BE IMPROVED

Reviewing the impact of particular teaching methods and approaches to inform future planning and to ensure that tasks are always challenging and purposeful.

19. There are significant examples of talented but hard pressed teachers, who have many strengths in terms of subject knowledge, explanation, questioning, clarity of focus and

relationships, who demonstrate very considerable strengths at the start of lessons but who then set moderate or mediocre tasks for pupils to work on. Overall progress is still sound and sometimes good, but is still limited by the tasks set. There are also significant examples of different tasks being used for the same purpose with similar ability groups, some of which are more effective than others. Staff need to share and review the impact of particular methods and approaches. This would decrease the workload on individual teachers and make development and refinement of tasks more productive.

20. Where teaching is very effective, tasks are well designed and purposeful and carefully adapted to the ability and attainment of the group. In a bottom set Year 9 history group for example, a carefully designed task enabled all pupils to reach at least the expected level when talking about their work and, with the aid of a well-designed writing frame, come close to doing so in writing. The task involved the whole group voting on an issue by walking to one or other side of the room and displaying their evidence.

21. Although departments do look at particular issues, this is rarely based on a close examination of pupil response to particular tasks. This would also aid the efficient development of materials. More consistent approaches would also be beneficial in terms of whole-school issues such as literacy.

Sharing the most effective practice to improve the quality of teaching.

22. All teachers work hard at the school. What is of some concern, however, is that in some cases teachers believe that their lessons might have been judged to be unsatisfactory even when teaching was clearly good, very good or in one case excellent. Whilst this is partly related to the natural stresses of an inspection, it is also linked to the limited opportunities for debate with another professional about what happens in particular lessons. This is partly due to the lack of observation to date, either by peers or line managers, which would allow teachers to discuss the impact of teaching on pupils' learning and which would both validate individual practice and allow it to develop more efficiently. It would also link productively with the issue raised above.

Ensure that workloads, including homework, are more evenly spread.

23. Homework and workloads are always difficult issues to manage that are often raised by parents. In this case it was frequently raised by parents at both the Parents' Meeting and in their responses to the questionnaires. Pupils across the age and ability range also raised this issue. Evidence during the inspection showed that the school has taken this issue very seriously, but it also showed that there are very real issues that still need to be addressed. In Years 7 and 8 pupils can often have very different amounts of homework. GCSE coursework demands also conflict with homework demands for some pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The school should now:

(i) Review the impact of particular teaching methods and approaches within and across departments more thoroughly so that:

- future planning is based on a common view of what is effective, for example in literacy;
- tasks are always focussed, challenging, purposeful and related to clear objectives that are shared by both teacher and student;
- workload on teachers is reduced by making use of proven tasks which have been evaluated, refined and shown to be effective.

- (ii) Share the most effective practice to improve the quality of teaching by:
- monitoring lessons rigorously to identify the best teaching;
 - encouraging teachers to evaluate and reflect on their teaching through a professional debate;
 - ensuring that these become part of the everyday practice of the school.
- (iii) Ensure that homework is set evenly across the sets in Years 7 to 9 and that in Years 10 and 11 key coursework deadlines do not coincide with high levels of homework.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

86

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	26	50	23	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1,331	232
Number of full-time pupils eligible for free school meals	79	

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	17	1
Number of pupils on the school's special educational needs register	178	1

English as an additional language

	No of pupils
Number of pupils with English as an additional language	55

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.0
National comparative data	7.7

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	146	122	268

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	85	123	110
	Girls	100	102	99
	Total	185	225	209
Percentage of pupils at NC level 5 or above	School	69 (70)	84 (84)	78 (73)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	34 (33)	61 (58)	41 (28)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	96	116	93
	Girls	110	96	110
	Total	206	212	203
Percentage of pupils at NC level 5 or above	School	77 (84)	79 (83)	75 (90)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	36 (44)	43 (48)	43 (60)
	National	31 (31)	39 (37)	29 (28)

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	134	113	247

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	87	133	134
	Girls	83	105	106
	Total	170	238	240
Percentage of pupils achieving the standard specified	School	69 (64)	96 (98)	97 (100)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

GCSE results		GCSE point score
Average point score per pupil	School	46
	National	38.4

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	N/a
	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
	2000	42	64	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	15.3	16.4	16.0	1.5	n/a	1.5
National	17.7	18.6	18.2	2.6	2.9	2.7

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	n/a
	National		76.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	6
Indian	9
Pakistani	11
Bangladeshi	15
Chinese	20
White	1414
Any other minority ethnic group	9

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	3	0
Bangladeshi	5	0
Chinese	0	0
White	24	1
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)	95.28
Number of pupils per qualified teacher	17

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	24
Total aggregate hours worked per week	660

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77
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Average teaching group size: Y7 – Y13

Key Stage 3	24.1
Key Stage 4	21.5

Financial information

Financial year	1999/2000
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	£
Total income	3,966,050
Total expenditure	3,970,370
Expenditure per pupil	2,532
Balance brought forward from previous year	77,100
Balance carried forward to next year	72,780

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,563
Number of questionnaires returned	359

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	57	8	2	1
My child is making good progress in school.	31	57	4	1	6
Behaviour in the school is good.	31	58	4	1	6
My child gets the right amount of work to do at home.	21	56	17	3	3
The teaching is good.	23	64	5	1	7
I am kept well informed about how my child is getting on.	20	52	16	6	7
I would feel comfortable about approaching the school with questions or a problem.	44	44	8	2	2
The school expects my child to work hard and achieve his or her best.	52	45	3	0	1
The school works closely with parents.	17	52	18	6	8
The school is well led and managed.	37	54	2	1	7
The school is helping my child become mature and responsible.	32	55	5	2	6
The school provides an interesting range of activities outside lessons.	27	51	10	2	11