

INSPECTION REPORT

MEOLE BRACE SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123573

Headteacher: Ian Pringle

Reporting inspector: William S Walton
1210

Dates of inspection: 19 – 21 September 2000

Inspection number: 223831

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: County

Age range of pupils: 11 - 16

Gender of pupils: Mixed

School address: Longden Road
Shrewsbury
Shropshire

Postcode: SY3 9DW

Telephone number: 01743 235961

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Appropriate authority: The governing body

Name of chair of governors: Mr A Lowe

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

Number of full-time pupils	1,103	(larger than other schools of this type)
Pupils with English as an additional language:	3	0.3% (well below the national average)
Pupils entitled to free school meals:	63	5.7% (below national average)
Pupils on the register of special educational needs:	241	21.8% (above the national average)
Average number of pupils per teacher:	18.2	(higher than most schools of this type)

There has been little change in the nature of the school and its catchment area since the last inspection. With the exception of the 1997 entry when standards were slightly below the national average, entry standards in recent years, as measured by national tests, have been slightly better than national averages for 11 year olds.

HOW GOOD THE SCHOOL IS

Meole Brace is a very good school, which has improved significantly since the last inspection. Students respond very positively to committed, enthusiastic teaching and reach high standards. The school gives very good value for money.

What the school does well

- Students make very good progress and standards attained by the age of 16 are very high.
- Standards of teaching and learning are very strong and teaching is much better than at the last inspection.
- The leadership of the school provides a clear sense of direction and secures a commitment to quality learning and high standards.
- The range of extra-curricular activities, the involvement of students in them and the standards they achieve are excellent.
- Students with special educational needs make very good progress.

What could be improved

- Although the overall quality of teaching is very good and no lessons were seen which were unsatisfactory, some aspects of teaching could be improved in some subjects.
- The school's plans for performance management and the development of classroom practice should be implemented fully.
- The cleanliness of the school playing fields.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of work have improved. Standards as measured by national tests have improved in line with the national trend at the end of Key Stage 3 and at a higher rate in the GCSE examinations. Teaching is good or better in 70% of lessons compared with about 50% last time. Support for students with special needs is better organised and more effective, and curriculum balance and opportunity for these students have improved. Information and communication technology (ICT) is much better resourced, more teachers are familiar with the equipment and discrete provision for the subject is much improved. Work with ICT is well integrated in the curriculum in mathematics, business studies and design and technology (DT). Its use is developing in science but there is much scope for development in the

humanities. Provision for personal and social education which is integrated through the curriculum is much better monitored than before and very full cover is given to this area of study. The school day is no longer disrupted by the lunch time arrangements. The school works smoothly through the lunch sessions and the timetable ensures that the split lessons at mid-day work effectively. Arrangements for homework are more consistent than at the last inspection. There is a homework timetable at Key Stage 3. Homework is set, marked and monitored regularly. Standards of work in art are much improved and students with special needs make better progress in science. All students now have individual lockers.

STANDARDS

The table shows the standards achieved by 14 and 16 year olds based on average point scores in end of Key Stage 3 tests and GCSE examinations.

Performance in:	compared with		Key
	All schools	Similar schools	
End of Key Stage 3 tests	A	B	well above average A above average B average C below average D well below average E
GCSE examinations	A	A	

In 1999 and over the last three years the average points scores in Key Stage 3 tests have been well above national averages overall. In 1999 they were better than those of similar schools, that is schools with a similar proportion of students eligible to receive free school meals. Average points scores have also been much better than national averages in English, mathematics and science. In 1999 the percentages of students attaining level 5 and above and level 6 and above respectively were better than national averages in English and much better than them in mathematics and science. There was no significant difference between the attainments of boys and girls in mathematics and science over the last three years. In English girls have done better than boys in line with the national picture. Overall both boys and girls respectively have done better than national averages in recent years. In the last four years overall results have improved in line with the national trend.

In each of the last three years and overall the average points score of students at GCSE has been much better than national averages and in 1999 (the last year for which comparative information is available) it was much better than that of similar schools. In 1999 the percentage of students obtaining passes at grades A* - C and A* - G was better than national averages in all subjects. Results in English, mathematics, science, art, business studies, French, German, geography, history, home economics, music and physical education were all well above average at A*-C. The proportion of students obtaining 5 or more GCSE passes at grades A* - C was well above the national average in 1999. Girls do better than boys at GCSE and the difference in performance is in line with the national picture. Boys and girls respectively have higher average points scores than those obtained nationally. The average points score has improved in recent years at a higher rate than the national trend.

Many students attain very high standards in individual and team sports and in music through the curricular and extra-curricular programmes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Students like the school and work enthusiastically. They are very good listeners and contribute readily to classroom discussions. They concentrate in class and work productively.
Behaviour, in and out of classrooms	Very good. Students respond positively to clear classroom structures and high expectations. They are polite and considerate. Students behave sensibly in crowded circulation areas at breaks and between lessons. They show respect for property and there is no evidence of vandalism or graffiti.
Personal development and relationships	Very good. The great majority of Key Stage 4 students are mature young people with a good sense of personal and social responsibility. They are confident in class and have good independent learning skills. Relationships among students and with staff are excellent and contribute to very good learning in classrooms.
Attendance	Attendance is better than the national average. Unauthorised absence is below average.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved since the last inspection and is a major strength of the school. Almost three-quarters of teaching is at least good and over 40% is very good or better. Although teaching is very strong at both key stages more good and very good teaching was seen at Key Stage 4 than at Key Stage 3. No unsatisfactory teaching was seen but some aspects of work in some lessons require improvement. Some tasks do not provide sufficient challenge to meet the needs of all students. In almost all areas of the curriculum there is teaching which is outstanding. Teachers have good knowledge of their subject and are very enthusiastic about their work. Lessons are well planned with a good variety of teaching styles so that students are kept involved and motivated. Classroom management is very good; teachers treat students with respect and students have confidence in their teachers. Much teaching is very challenging. Students are required to justify their answers, encouraged to take responsibility for their work and to extend their knowledge and understanding. Students respond very well to the confidence teachers have in them. It is 'cool' to work hard and students work productively with the minimum of supervision.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and at Key Stage 4 there is a strong common core and a wide range of options. The balance of provision for students with special needs is better than at the last inspection. There is a very strong and popular extra-curricular programme. Provision for personal and social education (PSE) including careers education, is broad and effectively delivered.
Provision for pupils with special educational needs	Arrangements have much improved since the last inspection. There is good provision for the identification of students with special needs and their progress is well monitored. The combination of withdrawal and integrated classroom teaching is effective and enables students to make good progress. Teachers are well aware of students with special needs. They are fully integrated in the school community where they feel confident and secure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Formal and informal programmes enable students to mature considerably. Formal provision through PSE, RE, science, music, drama, art, PE, modern foreign language and the humanities, together with foreign exchanges, visits, excursions and a residential camp provide students with a wide range of spiritual, moral, social and cultural experiences. The expectations of teachers, their relationships with students and their teaching strategies support the social and moral values of the school and enhance curricular provision.
How well the school cares for its pupils	Students are very well supported. They have confidence in teachers and readily approach them for support and guidance. Students know how well they are doing in school and feel they are fairly treated. Teachers know their students, including those with special needs, very well. There is a very good match between educational needs and learning programmes. Good attention is given to safe practice and health and safety procedures are well established but many members of the public walk their dogs on the school playing field and the consequent fouling presents a serious health hazard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The aims of the school are very well represented by the headteacher and senior staff. They are committed to the school, are enthusiastic, caring and dedicated to high standards. They have a strong presence around the school and make a very important contribution to its high standards.
How well the governors fulfil their responsibilities	Governors have good knowledge of the school and a productive relationship exists between them and senior staff. Governors' arrangements for monitoring standards and target setting are effective. They ensure that educational and financial development proposals are well integrated. Their procedures for financial control are secure. With the exception of the daily act of collective worship the governors fulfil their statutory responsibilities.
The school's evaluation of its performance	In co-operation with the local education authority the school has developed a battery of measures to evaluate standards overall. These arrangements provide very full information of academic progress. They are well supplemented by effective pastoral monitoring. The school is working towards Investors in People status and developing its performance management policies; these measures will further improve good procedures for staff development and performance evaluation.
The strategic use of resources	Staff are effectively deployed and good use is made of the accommodation and educational resources. Purchasing arrangements continually seek to ensure good value. The school is well maintained. The school achieves high standards and provides education of a very good quality although the level of funding is below that of most secondary schools. It gives very good value for money.

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 quality of leadership. • The quality of teaching. • The commitment to hard work. • The progress made by students. • The behaviour in the school. • The extra-curricular programme. • The arrangements for personal development. 	<ul style="list-style-type: none"> • Information on students' progress. • The working relationships between home and school. • Homework.

Almost all parents feel that this is a very good school, which consistently produces high standards. They feel that it is an improving school. Inspectors agree with these views. The information on students' progress is normally passed to parents by reports and meetings with parents. The practice of the school is similar to that found in most schools and satisfies the great majority of parents but a significant minority would welcome additional information between school reports. Many parents have written of the very good relationships between home and school but a few are concerned that they do not receive adequate feedback from the school. The school has taken significant steps to improve the regularity, quality and marking of homework. During the period of the inspection homework was set regularly and Key Stage 3 students have a homework timetable. Students say that homework is set and marked regularly and that the amount set is manageable and appropriate. A number of parents have concerns about the homework arrangements. There was no consensus among these parents

about homework requirements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Students make very good progress and standards attained by the age of 16 are very high.

1 The average level of attainment of students in the GCSE examinations over the last five years has been much better than national averages and in 1999 it was much better than the average achieved by schools with a similar proportion of students entitled to free school meals. Over the same period the gap between school and national averages has widened as school results have improved at a faster rate than national figures. The attainment of each Year 11 cohort over the last five years on entry to the school in Year 7 has been slightly above national averages as measured by standard tests. There has been no improvement in the average level of attainment on entry. The indications are, therefore, that students make very good progress and the effectiveness of the education provided has improved over recent years. Boys have significantly outnumbered girls over a period when girls nationally have done better than boys at GCSE. At Meole Brace both boys and girls have performed much better than national averages, particularly since 1997. In 1999 girls' results compared with national averages were especially high – 57.4 average points score compared with the national average for girls of 40.6. The very good attainments at GCSE have not been limited to average points scores. The percentage of students obtaining five or more passes at the highest grades A* - C was above the national average in 1997 and well above it in 1998 and 1999. It was also much higher than the average percentage achieved by similar schools in 1999.

Standards of teaching and learning are very strong and teaching is much better than at the last inspection

2 At the last inspection the great majority of teaching was satisfactory and was good or better in about half of lessons. No unsatisfactory teaching was seen during this inspection and 70% of teaching was good or better. The proportion of very good or exceptional teaching was very high (41%). There is strong teaching in all areas of the curriculum and at both key stages.

3 The attitudes of students reflect those of teachers. Teachers are confident, well prepared and enthusiastic. They are interested in their students, want them to do well and enjoy their work. They give much positive feedback and encouragement. Students respect their teachers and have confidence in them. They arrive at lessons prepared to work hard and want to do well. Teachers are good classroom managers who provide a clear structure for lessons and their high expectations of conduct are respected by students. As a consequence lessons get off to a prompt start and students are quickly on task. Time is rarely lost in gaining the attention of students. They are well motivated by enthusiastic teaching and active teaching styles. Almost all lessons are well prepared and the content and style of delivery respond to the needs of students. In mathematics the same basic approach is successfully employed with high attainers and low attaining students. The teachers question students initially to check on earlier learning and later to challenge them to draw on it to make predictions and to justify them. Where teachers find that earlier learning has not been retained fully, time is given to consolidation and later in the lessons when the class is engaged in individual practical activities teachers support those students who need more help. Teachers constantly challenge the highest and lowest attaining students to think and speak mathematically. The differing needs of students are well matched to lesson content. The time given to consolidation and explanation, the language used by teachers and the rate of progression vary according to need but the process is the same and students are continually engaged in oral work or practical activity.

4 In a resistant materials lesson in DT very careful preparation for a Key Stage 4 group enabled students to obtain maximum benefit from the time available to work individually on their projects whilst the teacher supported and encouraged students. These students worked very well individually and gave

good attention to safe practice. They used equipment co-operatively and enjoyed the lesson. A Year 11 PE lesson for a mixed group of students studying for the junior leadership award was equally well prepared. The teacher was sufficiently confident to make intentional mistakes at the beginning of the lesson in order to challenge students to identify them and use them as a basis for discussing and demonstrating good practice. As the lesson proceeded students were asked to take greater responsibility for leading activities. They responded very positively. This was an excellent lesson in which students enjoyed working hard physically and mentally and very good learning took place.

5 The challenging nature of the task and probing questions is a common feature of many lessons. In a Key Stage 4 science lesson on displacement reaction in metals the teacher followed up a lively introduction by asking students to make predictions based on their homework. Further probing based on the results of experiments and insistence on careful written and practical work enabled students to understand how to predict whether displacement reaction would take place or not. Very high expectations of effort and attainment, excellent knowledge of the subject and enthusiasm for it were common features of teaching in history. Lessons were very well resourced and employed a range of approaches including teacher-led and paired discussions, slides and video which effectively engaged the attention of students who enjoyed their work. Teacher enthusiasm is effectively used in English. Many Year 7 students found the subject of concrete and abstract nouns difficult but the friendly, direct and expressive style of teaching caught and maintained their interest. In this lesson, and some others in English, teachers successfully used discussion groups and presentations to develop speaking and listening skills. Students used these opportunities well; they listened to each other, considered each others' views and engaged in productive discussion.

6 The very good relationships in classrooms and the confidence students have in teachers promotes a relaxed but very purposeful atmosphere. Teachers often use humour to good effect and because students feel so secure teachers can use flair and imagination to catch their interest. The examples, analogies and imagery used in RE lessons on "Is seeing believing?" and "The amazing me" stimulated and inspired students to use their imagination and allowed very good learning to take place.

The leadership of the school provides a clear sense of direction and secures a commitment to quality learning and high standards

7 The headteacher is highly regarded by colleagues in the school, in associated schools, and by parents and students. He and the senior staff provide clear direction for the school, which reflects its aims and values. The headteacher is energetic, enthusiastic and committed to the school. The leadership is committed to high standards and the great majority of staff share their enthusiasm and dedication. Senior staff consult widely and staff feel well informed and confident that their views are heard. There is a strong emphasis on a student centred approach to learning. Leadership and staff are committed to providing a learning environment in which students are confident, secure and encouraged to do their best knowing that it will be valued. The headteacher operates an 'open door' policy and students are confident in approaching him. The senior staff have a very strong presence around the school. The success of the leadership is reflected in the high and improved standards achieved over recent years. They have been attained in a period of financial stringency and worsening student/teacher ratios. Morale in the school is high and there is a conviction that standards can be further improved. Development plans reflect a commitment to a person-centred approach with an emphasis on improved opportunity for professional development.

The range of extra-curricular activities, the involvement of students in them and the standards they achieve are excellent

8 Students and parents speak highly of the range of opportunities available outside school hours. There is a broad programme of timetabled activities which are very strongly supported. On one evening during the inspection more than 200 students were engaged in sporting, theatrical and artistic activities. A strong programme of educational visits and excursions, foreign exchanges, supplements the weekly timetable as well as ski trips and residential camps. The extra-curricular programme is open to all students and many achieve very high standards. The school has been awarded the Sportsmark

Distinction – a national award that acknowledges excellent achievements within the extra-curricular programme. It is only one of fifty schools to receive the Football Association Charter Mark and has a Certificate of Commendation from the Football Association for the highest achievements in girls' football. In the last year there have been notable achievements in team games, badminton, cross country, football, hockey and trampolining. Forty-five boys and girls have represented the county in team or individual sports. There is a very strong music programme with choirs, orchestra, wind band, jazz band, clarinet posse, brass group and junior string quartet. The programme includes concerts, competitions and workshops. Many musicians reach high standards and perform as soloists as well as within groups.

Students with special educational needs) make very good progress

9 Provision for students with special needs and the level of support provided was an issue in the last report. It is now an area of strength. There are good arrangements for the identification of students with special needs on entry to the school which result in students receiving additional support in withdrawal groups and/or ordinary classes. There is an initial focus on basic literacy but as students move up the school they are more fully integrated into mainstream curriculum provision. The options system at Key Stage 4 enables students to obtain additional support with their GCSE programmes. The strategies used are very successful. In the academic year 1999-2000 Year 7 students in small class groups averaged improvements of seven months in reading age and ten months in English comprehension. The figures for students withdrawn for extra English were 11.8 months and 15 months respectively. These improvements were achieved in a nine month period. There were similar improvements in Year 8 and in Year 9 statemented students attained an average of Level 4 in the standards tests of attainment in English, mathematics and science. In the year 2000 GCSE examinations the seven statemented students in the Year 11 cohort averaged 6 GCSE passes each. All these students had had reading ages four to five years below their chronological ages when they entered Key Stage 4. With one exception all achieved GCSE passes in English, mathematics and science.

WHAT COULD BE IMPROVED

Although the overall quality of teaching is very good and no unsatisfactory lessons were seen , some aspects could be improved in some subjects

10 Although the overall quality of teaching is very good some aspects of a few lessons are in need of improvement. In some English lessons the range of activities is narrow and students are insufficiently challenged. There are no departmental or school wide strategies focused on addressing the attitude of some boys towards reading. In a Year 9 library period for low attaining students boys had difficulty in choosing a book and in settling to read. In this lesson and in a similar Year 8 library period too little guidance was given to students particularly those who are not enthusiastic readers. Many of the choices were not appropriate for the aims of the lesson and the reading level of students. Time was wasted. Some teachers of English working with large classes in small rooms are insufficiently flexible in their teaching styles to provide enough variety and challenge. In almost all lessons students were stimulated by a range of approaches which actively involved them in lessons but in a Key Stage 3 science lesson there was too little opportunity for students to be actively engaged. Students were asked to copy from the textbook with no opportunity for thinking or questioning. In a Key Stage 4 geography lesson with a mixed ability group the work made insufficient demands on high attainers in terms of the content of the lesson and its pace. Closed questions gave little opportunity for discussion or extension. The tight financial situation has resulted in a high student/teacher ratio and high class sizes even though the school spends a high proportion of its financial resources on teaching staff. In most cases class size does not have a discernible effect on teaching and learning standards. In French, however, it is not possible for the teacher to monitor and influence the quality of spoken French when working with very large numbers of students.

The school's plans for performance management and the development of teaching should be implemented fully

11 The school development plan provides for the school to move towards Investors in People status and to enhance its professional development policies and practices. There are arrangements to review the quality of work and to consider how it might be improved. Some departments regularly review the effectiveness of teaching and learning strategies. There are, however, no formal arrangements for the monitoring of teaching/observation of teachers. There are always variations in successful classroom practice and staff would benefit from greater opportunities to share the very good practice which abounds in the school.

The cleanliness of the school playing fields

12 Many members of the public allow their dogs to foul the playing fields constituting a serious health hazard.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

13 The school should now raise standards further by:

- (1) providing more opportunities for classroom observation and the sharing of good teaching practice within the staff development programme;
- (2) reducing class sizes in French and/or providing additional support from good French speakers;
- (3) the school should work with the local authority and police to prevent members of the public from allowing their dogs to foul the school playing fields.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	41	70	100	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	1,103	-
Number of full-time pupils eligible for free school meals	63	-

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	29	-
Number of pupils on the school's special educational needs register	241	-

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.8	School data	0.8
National comparative data	7.9	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	108	101	209

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	85	77
	Girls	81	73	70
	Total	158	158	147
Percentage of pupils at NC level 5 or above	School	76 (78)	76 (78)	71 (73)
	National	63 (63)	62 (62)	55 (55)
Percentage of pupils at NC level 6 or above	School	36 (34)	54 (48)	38 (40)
	National	28 (28)	38 (38)	23 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	75	85	76
	Girls	79	80	65
	Total	154	165	141
Percentage of pupils at NC level 5 or above	School	74 (77)	79 (82)	68 (78)
	National	64 (64)	64 (64)	60 (60)
Percentage of pupils at NC level 6 or above	School	52 (37)	55 (51)	38 (46)
	National	31 (31)	37 (37)	28 (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	123	94	217

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	67	119	123
	Girls	72	91	92
	Total	139	210	215
Percentage of pupils achieving the standard specified	School	64 (65)	97 (97)	99 (100)
	National	46.6 (46.3)	90.7 (90.9)	95.7 (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	50 (48)
	National	38.0 (37.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	1,089
Any other minority ethnic group	13

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	48	2
Other minority ethnic groups	10	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 – Y11

Total number of qualified teachers (FTE)	61.07
Number of pupils per qualified teacher	18.2

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	16
Total aggregate hours worked per week	354

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	79.2
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Average teaching group size: Y7 – Y11

Key Stage 3	24.86
Key Stage 4	21.05

Financial information

Financial year	1999-2000
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	£
Total income	2,407,157
Total expenditure	2,479,420
Expenditure per pupil	2,232
Balance brought forward from previous year	92,963
Balance carried forward to next year	20,700

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,103
Number of questionnaires returned	292

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	49	5	1	4
My child is making good progress in school.	43	42	3	1	10
Behaviour in the school is good.	21	63	3	1	12
My child gets the right amount of work to do at home.	22	59	13	1	6
The teaching is good.	28	59	2	0	10
I am kept well informed about how my child is getting on.	17	50	15	5	12
I would feel comfortable about approaching the school with questions or a problem.	40	48	3	2	5
The school expects my child to work hard and achieve his or her best.	58	36	2	0	4
The school works closely with parents.	20	51	14	4	11
The school is well led and managed.	47	45	1	0	7
The school is helping my child become mature and responsible.	35	49	4	0	12
The school provides an interesting range of activities outside lessons.	47	44	4	0	5