

# INSPECTION REPORT

**MARPLE HALL SCHOOL**

Stockport

LEA area: Stockport

Unique reference number: 106138

Headteacher: Miss Margaret Cuckson

Reporting inspector: Tom Comer  
15109

Dates of inspection: 4 – 7 December 2000

Inspection number: 223864

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: 11-16

Gender of pupils: Mixed

School address: Hilltop Drive  
Rosehill  
Marple  
Stockport  
Cheshire

Postcode: SK6 6LB

Telephone number: 0161 427 7966

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Maxwell Lee

Date of previous inspection: January 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Marple Hall is a very large comprehensive school which educates 1517 boys and girls in the 11-16 age range. The school is pleasantly situated close to Marple town but draws its pupils from a much wider and more diverse area and more than 900 pupils come by school bus. Nearly 10 per cent of the pupils are known to be entitled to a free school meal. Few of the pupils are from ethnic minority backgrounds and only two have English as an additional language. The overall attainment of the annual intake of pupils to Year 7 is average, as indicated by the results of nationally standardised tests administered by the school. An average proportion of pupils are on the school's register of special educational needs but the proportion with formal statements is below average.

### HOW GOOD IS THE SCHOOL

This is a very good and effective school. Pupils achieve high overall standards because the teaching is good, the school is very well led, and the headteacher and her staff have established a positive climate for learning and high expectations. Pupils have good attitudes towards the school though some of the boys should work harder. The school gives good value for money.

#### What the school does well

- The school is very well led and is well managed.
- Pupils achieve high standards, especially in science, art, drama and history.
- The teaching is good.
- The school cares well for its pupils.
- Pupils participate in a very wide range of extra-curricular activities provided by their teachers.

#### What could be improved

- Pupils could achieve more of the highest GCSE grades A\* and A, especially boys.
- Targets for pupils with learning difficulties are often too imprecise for the pupils' progress to be measured.

*The area 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 overall improvement since the previous inspection in 1995. The GCSE examination results continue to improve and the school has made good progress with nearly all of the issues raised at the previous inspection. Pupils' capability to use information technology has improved through a systematic approach to teaching, resources and curriculum planning. However, a few of the teachers still do not give the headteacher their full support in her drive to improve teaching further and to raise standards.

### STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
GCSE examinations	A	A	A	A	well above average A Above average B average C Below average D well below average E

### **Key Stage 3 (pupils aged 11-14 in Years 7, 8 and 9)**

Pupils' attainment is only average on entry to the school. By Year 9, standards have risen to above average and pupils achieve well in relation to their average starting points in Year 7. Standards of literacy and numeracy are above average and improving but the boys' written work is generally less well developed and less well structured than that of the girls. Pupils with special educational needs make good progress. The results of the national tests taken in 2000 by the Year 9 pupils were above average in mathematics and science and were average in English. Overall, the results are improving in line with the national trend. Pupils with English as an additional language make good progress.

### **Key Stage 4 (pupils aged 14-16 in Years 10 and 11)**

Standards of Year 11 pupils' work are well above average for their age. Standards are well above average in English, mathematics and science. Pupils' good achievement is reflected in the GCSE examination results, which are well above average and are improving at a similar rate to the national trend. Pupils with special educational needs also achieve well. The results in 2000 exceeded the ambitious targets set by the governors. Standards are highest in art, drama, science and history and are above average or well above average in other subjects. However, the boys achieve far fewer of the highest GCSE grades A\* and A than the girls. Standards are rising in music, which is becoming a more popular GCSE option and the number of GCSE candidates in this subject has doubled since the previous year.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes overall. However, some boys are less well organised in their written work than girls; they work less hard and are less conscientious. This shows in the GCSE results.
Behaviour, in and out of classrooms	Pupils behave well in lessons though there is some pushing on stairways and in corridors, and some boisterous behaviour outside at lesson changeovers when pupils are unsupervised.
Personal development and relationships	Relationships between pupils and with teachers are good.
Attendance	Above average.

## **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged 11-14 years</b>	<b>Aged 14-16 years</b>
Lessons seen overall	Good	Good

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

The key to the school's high achievement is the quality of its teaching, which is good throughout the school. Forty-six lessons were observed during the inspection. In twenty-two per cent of these lessons, teaching was very good, 61 per cent of the lessons were good, and 17 per cent were satisfactory. No unsatisfactory lessons were seen and, at Key Stage 4, all but one of the lessons were good or better. The teaching is very good in English at Key Stage 4 and in science throughout the school and the teaching is consistently good in mathematics. Teaching is outstanding in art, which is a special strength of the school, and teaching is generally good in other subjects. The teaching of literacy is good and the teaching of numeracy is satisfactory and improving. Information technology

skills are well developed. The teaching of pupils with English as an additional language is satisfactory. The teaching of pupils with learning difficulties is also satisfactory and these pupils are well supported in lessons. However, the targets set in most of these pupils' individual plans lack precision and are not sufficiently measurable; it is, therefore, difficult for the teachers to assess the pupils' progress. Particular strengths of the teaching are the teachers' management of the pupils, their good subject knowledge, hard work and high expectations. Pupils make good overall progress in each key stage though higher attaining boys could achieve more. Teachers have not yet managed to find effective strategies to encourage the higher attaining boys to achieve as well as the girls.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum does not fully meet statutory requirements because many pupils are not taught a design and technology subject at Key Stage 4. In all other respects, pupils experience a broad and balanced curriculum. Strengths are the provision for drama, diversity in modern languages and science, and an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	The pupils are generally well supported in lessons but their individual education plans are mostly ineffective.
Provision for pupils with English as an additional language	The teachers adapt their lessons effectively to cater for the two pupils concerned.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Generally good. The particular strengths are cultural, moral and social education.
How well the school cares for its pupils	The school looks after its pupils well. Teachers use the assessment system very well to identify underachievement and to raise standards. Behaviour and attendance are monitored very rigorously. The school has a constructive partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong and effective leadership focuses on improving teaching and raising standards. In consequence, staff morale is high. A special strength is the way in which individual teachers are encouraged and developed by the headteacher. The school is well managed overall. Management responsibilities are delegated effectively. However, some managers do not yet see that monitoring of the quality of teaching is essential to maintaining and raising standards.
How well the governors fulfil their responsibilities	The governors' management of the school is generally satisfactory. They manage financial matters well. They are clear about the school's strengths and weaknesses.
The school's evaluation of its performance	The headteacher and senior staff use assessment data very effectively to compare performance with that of other schools and to help the governors to set challenging targets for GCSE.
The strategic use of resources	The cost per pupil is below the national average. The accommodation is adequate though the huge site is difficult and expensive to maintain and manage. The staffing and resources are adequate. The school always seeks



	best value when placing contracts for goods and services.
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### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children enjoy school</li><li>• Their children are encouraged to try their best.</li><li>• Their children make good progress.</li><li>• The teaching is good.</li><li>• The staff are approachable.</li><li>• Their children become mature and responsible young people.</li><li>• The school is well managed.</li><li>• The school provides a wide range of interesting extra-curricular activities.</li></ul>	<ul style="list-style-type: none"><li>• Their partnership with the school could be better.</li><li>• They think that homework should be set more regularly.</li><li>• Some think that behaviour is sometimes unsatisfactory.</li><li>• Some would like more information about their children's progress.</li><li>• Some think that more should be expected of higher attaining boys.</li></ul>

The inspectors agree with the parents' positive views and with some of their criticisms. Only 10 per cent of parents returned the questionnaires and fewer than 30 attended the meeting held by the registered inspector. The questionnaires showed that nearly a quarter of those who returned them were dissatisfied with the school's partnership with them. Investigation shows that the partnership is a good and constructive one; however, the governors and headteacher should explore further the reasons for the parents' dissatisfaction. Although some parents are dissatisfied with homework, inspectors found that homework is set regularly and that it is satisfactory in consolidating and extending the pupils' work. Behaviour is good in lessons but parents are right that there is some boisterous behaviour, especially in corridors and stairways and outside the buildings at lesson changeover time. Parents receive good information on their children's progress. Reports are satisfactory and parents receive other information regularly. The parents are right to say that more should be expected of the more able boys.

## **PART B: COMMENTARY**

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

#### **The school is very well led and managed**

1. The headteacher and senior staff give clear educational direction to the school. They provide very strong, energetic and effective leadership, which focuses clearly and consistently on improving the quality of education and raising standards.
2. The school's plan for development sets priorities appropriate to the school's development. Action plans are included, with deadlines, success criteria, accountability and evaluation; they are fully costed and clearly linked to the budget. The priorities are focused on improving teaching and learning, especially through monitoring and evaluation, and providing training as necessary. The plan also clearly identifies the need to improve the individual learning plans for pupils with special educational needs.
3. The school analyses its performance through an assessment system which has significantly improved since the previous inspection. The headteacher and her senior staff analyse test and examination results and take action to raise standards. The senior staff fulfil their responsibility for monitoring the overall quality of teaching and learning very effectively. They check homework and marking, and undertake first-hand observation of the quality of lessons and thus have a thorough understanding of the school's strengths and weaknesses.
4. Middle managers generally fulfil their responsibilities well. Though some subjects are more successful than others, there are no weak subjects. The planning of the subject curricula is up to date and appropriate assessment and marking systems are in place. Subject heads monitor the standard of pupils' work effectively. The quality of teaching and learning is monitored through observation of lessons in all subjects. This is done especially well in English. Lesson observation generally enables the subject heads to make improvements in teaching and learning and to raise standards to meet the targets set by the governors. However, some managers lack enthusiasm for this monitoring and do not see that the critical evaluation of teaching and learning is essential to maintain and raise standards further.
5. The year heads provide strong support for individual pupils. They monitor the pupils' progress, attendance, behaviour and personal development very effectively and take swift action when concerns arise. The headteacher and deputy headteachers also take action in cases where pupils on GCSE courses are found to be underachieving. Though pupils with special educational needs achieve well and succeed in the GCSE examinations, it is difficult for teachers to be sure of their progress because the targets set for them are often too vague to be measurable.
6. The Headteacher delegates well and develops her staff so that they are prepared to undertake wider responsibilities, for example, for the new school-wide literacy and numeracy strategies. Staff morale is high and is clearly shown in the teachers' confidence in the quality of their work. It is also shown in the willingness and enthusiasm with which young teachers take up additional duties, for example, in the mathematics and English departments. Teachers give very generously of their time to run a vast array of extra-curricular activities, which greatly benefit the pupils. On the other hand, some teachers do not fulfil the headteacher's expectations of them to supervise pupils outside lessons or to follow up absence.
7. The Governors are aware of the quality of education provided by the school. In most respects, they fulfil their statutory duties; however, they have taken the decision to offer design and technology

subjects as options rather than as compulsory subjects at Key Stage 4. Since a large proportion of pupils do not choose to take these subjects, statutory requirements for the curriculum are not fully met.

8. Financial management is effective. Delegation for spending by the governors to senior staff is clear and records are up to date. The recommendations of the most recent auditors' report have been implemented. Spending is monitored and the budget is in balance. The school's income per pupil is below the national average for similar 11-16 secondary schools. Specific grants are spent appropriately, for example, money for training and for pupils with special educational needs.

9. The school ensures that it gets best value for money; for example, in negotiating its cleaning contract, and from use of its funding to meet its planned priorities for improvement.

10. The quality of the school's leadership and its management, the quality of its teaching and the pupils' overall achievement, make this a very effective school. The school gives good value for money.

### **Pupils achieve high standards, especially in science, art, drama and history.**

11. Pupils' overall attainment is average for their age when they begin school in Year 7. By the age of 16, overall standards are well above average. Pupils make good progress throughout the school and achieve well, and this is reflected in the results of National Curriculum tests and the GCSE examinations.

#### ***Key Stage 3: Standards of work , concentrating on the oldest pupils (Year 9)***

12. Standards of work seen during the inspection are above average overall. They are average in English and above average in mathematics and science. In English, the standard of boys' written work is generally less well developed than that of the girls, though they begin school with weaker writing skills. In mathematics, though standards are above average overall, the higher attaining pupils' work is not greatly different from that of the more average pupils. In science, boys and girls achieve high standards and are well prepared for the GCSE course. Science is the strongest of the three main subjects.

#### ***Key Stage 3: Results of National Curriculum tests taken by Year 9 pupils***

13. The findings of the inspection are similar to the results of the national tests in English, mathematics and science over the recent past. In 2000, the results of the tests were above the national average for all schools overall. They were in line with the national average in English and above average in mathematics and science. In most previous years, the English results have been above average. Taken over the past five-year period, the test results are in line with the national trend. Over this period, the girls performed better than the boys in a similar way to that found nationally in mathematics and science, but to a greater degree in English.

#### ***Key Stage 4. Standards of work, concentrating on the oldest pupils (Year 11)***

14. Standards of work seen during the inspection are well above average overall. Standards are well above average in English, mathematics and science. Standards are highest in science, art, drama and history. Boys' and girls' standards of work are both well above average but the boys' work is generally less well developed than that of the girls. Boys work less hard than girls and are less conscientious, for example, in the drafting and presentation of their written work. In consequence, boys achieve less well in the GCSE examinations than girls.

#### ***Key Stage 4: GCSE results***

15. The high standards seen during the inspection are similar to those indicated by the results of the GCSE examinations, which are consistently well above the national average. The results have shown

a steady improvement over number of years, in line with the national trend. This year, the results in English were well above average and were also very good in English literature, which is taken by nearly all pupils. The mathematics and science results were well above average. The results in art were excellent and were also high in drama and history. Results were good in other subjects.

### **The teaching is good**

16. The quality of the teaching is good overall and is good in each key stage. During the inspection, 46 lessons were observed by the inspectors. Of these lessons, 22 per cent were very good, 61 per cent were good and 17 per cent were satisfactory. No lessons were unsatisfactory.

17. The high quality of the teaching is the main factor responsible for the pupils' good achievement throughout the school. Though the teaching is good at each key stage, it is better at Key Stage 4 than at Key Stage 3 and all lessons but one at Key Stage 4 were good or very good. Effective discipline and consistently good relationships with pupils are good features of teaching and learning throughout the school. Pupils respond well to the good teaching they receive. Discussions with pupils revealed that they respect their teachers and enjoy their lessons. However, the teachers have not yet found effective strategies to motivate the boys, including higher attainers, to equal the girls' achievement.

18. Science is the strongest of the three main subjects and the teaching of the subject is very good. Teaching is good overall in English. The best English teaching is very good and shows strengths in the teaching of literacy. Literacy skills are also well developed in some other subjects, especially history. Teaching is good overall in mathematics. The subject is well organised and well managed so that the mathematics teaching is consistently professional and reliable. Numeracy is satisfactorily developed and mental arithmetic at the starts of mathematics lessons helps to consolidate knowledge and to keep skills sharp. However, the GCSE results are lower in mathematics than in English and science. Though they are above average, the results could be higher and there is considerable scope to raise standards further. The weaknesses are a tendency to repeat work in Year 7 already done in primary school, and insufficient difference in difficulty between average and higher attaining pupils in Year 9.

19. Most pupils with special educational needs make good progress; this is shown in their national tests and GCSE results, and it is clear that they are well supported in each subject. This year, eight pupils at Stage 3 or higher on the register for special educational needs were entered for GCSE examinations, including two with formal statements. All of the pupils succeeded in achieving six to eight GCSEs, and one pupil achieved two subjects at grade B.

20. Homework is set regularly. Marking of pupils' written work is good overall and in English, it is very good; it is detailed and evaluative and underpins pupils' progress very effectively. Marking is thorough, consistent and helpful in science and in mathematics.

### **The school cares well for its pupils.**

21. Although Marple Hall is a very large school, the teachers know their pupils well. The school invests a great deal in its pastoral system and ensures that pupils benefit from continuity and consistency of care. The Youth Club, supported and hosted by the school but run by parents, is the largest in Stockport and is an example of the very constructive partnership with parents for the benefit of their children.

22. The pastoral teams are very effective. They comprise a head and 12 form tutors for each year and these teachers remain with their pupils for the whole of their five years at the school. An unusual and very good feature is that there are six year heads, rather than five. In the year after Year 11 pupils leave school, the former Year 11 head assumes responsibility for the induction and visiting of the

Year 6 primary classes. In the following year, this year head becomes head of the new Year 7 when the pupils join the school. During their time in Year 6, pupils visit the school for introductory lessons in a range of subjects, to take part in a 'science challenge' and to see a matinee performance of the school play. The modern languages teachers give introductory French, German and Spanish lessons in all of the primary schools. This helps the pupils to make a good start in modern languages at Marple Hall.

23. The assessment system is understood clearly by pupils, governors and parents. Assessment data and other information from subject teachers enable the form tutors to review pupils' progress in detail over the course of each year and to set targets for achievement, attendance, behaviour and personal development. Senior staff take action to supervise the progress of Year 11 pupils who cause concern. The new Student Support Centre is proving effective in handling disaffected and underachieving pupils in Key Stage 3.

24. The year heads are allocated substantial time during the day to check pupils' progress, attendance and behaviour. They follow up all concerns and meet with parents as necessary and deal promptly with concerns.

25. Effective discipline and consistently good relationships with pupils are strong features of the teaching. Pupils receive positive encouragement whenever it is deserved. The school's system of rewards includes merits for younger pupils, the 'quick notes', ACE slips for Years 10 and 11, and good work slips are all examples of this. Pupils respond well. Discussions with pupils showed that they appreciate the need for a consistent policy for behaviour and approve of it. However, there is some lack of supervision of the pupils in the corridors, on stairways and outside at lesson changeover times.

26. All year heads organise trips at Christmas and in the summer which benefit pupils' social development. A large number of staff work hard to run the school's extra-curricular activities in which pupils participate enthusiastically. The pupils themselves give generously of their time; for example, Year 11 pupils, trained as Junior Sports Leaders, run team games in primary schools.

### **Pupils participate in a very wide range of extra-curricular activities provided by their teachers.**

27. The pupils benefit from excellent extra-curricular provision which does a great deal to broaden their social and cultural experience and enrich the quality of their education. The school has achieved the Sportsmark Gold Award and more than 700 pupils participate in organised team games after school. During the past year, there have been 264 after-school games fixtures. All Key Stage 4 pupils undertake some form of community service which greatly benefits their personal development, developing their sense of duty and responsibility and enhancing their confidence and self-esteem.

28. Teachers run many other activities, including outdoor pursuits, drama, musical ensembles and subject-based groups. Pupils can choose from a very extensive range of clubs which includes young inventors, young archaeologists, cooking, computing, languages, mathematics challenge, junior and senior science challenge, the Comenius Project and the Duke of Edinburgh's Award. Parents expressed their appreciation for the teachers' commitment and hard work in running such a vast range of activities.

29. Extra-curricular drama is thriving and 100 pupils were involved in the latest production of *Bugsy Malone*. Teachers take GCSE pupils to live theatre. Pupils are involved with a drama project in partnership with the police. The Year 7 drama club attracts 20 regular attenders and 130 Year 10 pupils participated in a drama residential course.

30. Forty-five pupils regularly attend art workshops after school and one of the art rooms remains open at lunchtime for the pupils' use. The art department involves pupils in the design of sets and costumes for the annual school play. 130 pupils have recently taken part in visits to galleries.

31. Music provides a very wide range of opportunities and experiences. The school has a concert band, a swing band, two choirs and a number of other groups also. Over the past year, pupils took part in 16 concerts, involving a wide range of venues.

## **WHAT COULD BE IMPROVED**

### **Pupils could achieve more of the highest GCSE grades A\* and A, especially boys.**

32. The girls outperform boys at GCSE and the margin of difference is widest in English. However, at the higher grades A\* and A, the difference in performance in nearly all subjects is very wide. In the 2000 examinations, the Year 11 pupils achieved a total of 189 A\* grades, which is a considerable achievement. However, 154 of these A\* grades were achieved by the girls, set against the boys' 35. The pupils achieved another 411 A grades – again a considerable achievement. However, more than half of these (296 vs 115) were achieved by the girls.

33. The teachers should aim for even greater success at the higher grades of A\* and A, especially amongst boys. They should aim to alter the most able boys' relaxed attitudes to learning, for example, by capitalising on their willingness to compete and by providing more challenges for them. They should aim to improve boys' learning habits and skills, rewarding them especially for sustained effort and conscientiousness, especially in their written work.

### **Targets for pupils with learning difficulties are imprecise**

34. Although the assessment system is generally good, the targets set for pupils with special educational needs are often too imprecise to be helpful to teachers in assessing the pupils' progress. Despite the success at GCSE of pupils with special educational needs, the individual education plans of most pupils with less severe needs (typically those pupils at Stage 2 and above of the National Code of Practice) are ineffective. These individual plans, though not a legal requirement, are strongly recommended in the National Code of Practice. The plans are compiled by subject teachers with the aid of a computer programme. The subject teachers have had some training but will continue to need guidance to enable them to recognise different learning difficulties, and to set targets which are measurable and which focus accurately and precisely on the pupils' learning needs.

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

**35. In order to improve the effectiveness of the school even further, the governors, Headteacher and staff should take the following action.**

### **1. Raise achievement even further, especially amongst the most able boys, by**

- improving boys' attitudes towards high achievement,
- improving the overall quality of boys' written work in all subjects,
- avoiding unnecessary repetition of mathematical work done in primary school,
- ensuring that work set for higher attaining pupils is consistently above that set for average pupils,
- aiming for boys to achieve more of the highest GCSE grades A\* and A,
- providing the higher attaining pupils with more challenges, and
- identifying effective teaching more clearly through lesson observation.

*(Paragraphs 4,17,18,32 and 33)*

### **2. Improve the provision for pupils with learning difficulties by**

- continuing to provide the necessary training and guidance to enable the subject teachers to recognise the pupils' different learning difficulties, and
- setting targets for the pupils which are measurable and which focus accurately and precisely on their learning needs.

*(Paragraphs 2,5 and 34)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	15

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	28	8	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*

<b>Pupils on the school's roll</b>	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1517	
Number of full-time pupils eligible for free school meals	149	

<b>Special educational needs</b>	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	13	
Number of pupils on the school's special educational needs register	288	

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	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	28

### *Attendance*

<b>Authorised absence</b>	%
School data	7.2
National comparative data	7.9

<b>Unauthorised absence</b>	%
School data	0.6
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	164	138	302

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	86	123	123
	Girls	107	101	103
	Total	193	224	226
Percentage of pupils at NC level 5 or above	School	64 (72)	74 (68)	75 (67)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	23 (24)	50 (46)	37 (30)
	National	28 (28)	42 (38)	29 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	102	123	128
	Girls	115	104	113
	Total	217	227	241
Percentage of pupils at NC level 5 or above	School	72 (73)	75 (69)	80 (83)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	33 (33)	51 (43)	50 (37)
	National	31 (31)	39 (37)	29 (28)

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

### Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	141	168	309

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	90	133	135
	Girls	118	158	159
	Total	208	291	294
Percentage of pupils achieving the standard specified	School	67 (63)	94 (96)	95 (98)
	National	49 (46.6)	88.8 (90.9)	95.5 (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	44 (43)
	National	38.7 (38)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	4
White	2
Any other minority ethnic group	0

### ***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	28	3
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 – Y11**

Total number of qualified teachers (FTE)	102
Number of pupils per qualified teacher	14.9

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y11**

Total number of education support staff	11
Total aggregate hours worked per week	137

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	72
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.6
Key Stage 4	22.4

### ***Financial information***

Financial year	1999-2000
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	£
Total income	3718555
Total expenditure	3737454
Expenditure per pupil	2463
Balance brought forward from previous year	26981
Balance carried forward to next year	8082

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out

1517
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Number of questionnaires returned

161
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**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43.1	48.8	7.5	0.6	0
My child is making good progress in school.	48.1	42.5	5.0	0.6	3.8
Behaviour in the school is good.	13.0	62.1	9.3	3.7	11.9
My child gets the right amount of work to do at home.	29.3	56.1	12.7	1.9	0
The teaching is good.	31.3	58.7	2.5	0.6	6.9
I am kept well informed about how my child is getting on.	20.9	48.1	14.6	7.6	8.8
I would feel comfortable about approaching the school with questions or a problem.	48.4	46.0	3.7	0.6	1.3
The school expects my child to work hard and achieve his or her best.	55.3	37.9	2.5	2.5	1.8
The school works closely with parents.	18.2	48.4	19.5	4.4	9.5
The school is well led and managed.	38.5	47.2	5.0	0	9.3
The school is helping my child become mature and responsible.	33.8	56.2	3.8	1.3	4.9
The school provides an interesting range of activities outside lessons.	51.6	39.2	4.3	0.6	4.3