

INSPECTION REPORT

PRESTON MANOR HIGH SCHOOL

Wembley

LEA area: Brent

Unique reference number: 101567

Headteacher: Mrs A Berkeley

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 10 – 12 October 2000

Inspection number: 223874

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:	Foundation
Age range of students:	11 - 18
Gender of students:	Mixed
School address:	Carlton Avenue East Wembley London
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Appropriate authority:	The Governing body
Name of chair of governors:	Mr R MacLachlan
Date of previous inspection:	20 November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Preston Manor High School caters for boys and girls between the ages of 11 and 18 years. There are at present 1338 students on roll, including 243 students in the sixth form. The school is bigger than other secondary schools nationally. Students come from a variety of ethnic backgrounds: 70 per cent are Asian/Indian and Pakistani in origin; 15 per cent are from Black African and Caribbean backgrounds, and about ten per cent are from white British backgrounds. About six per cent of students are refugees. An above average proportion of students is eligible for free school meals. The proportion of students on the school's register of special educational needs is above average; the percentage of students who have a Statement of Special Educational Need is also above average. Overall, students enter the school with levels of attainment that are below average. The school is significantly oversubscribed.

HOW GOOD THE SCHOOL IS

This is a very effective school, achieving good standards of attainment. It provides an enriching and stimulating learning environment for its students, who thrive on a high proportion of good and very good teaching. The students apply themselves well to their work and are supported very effectively by their teachers. Outstanding leadership and management have led to significant improvements over the last four years. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are steadily improving and are now good; standards in other subjects are also good.
- A high proportion of good and very good teaching leads to good learning.
- The spiritual, moral, social and cultural development of the students is very well supported.
- The care and guidance provided for the students encourage a secure, happy and effective environment for learning.
- Outstanding leadership and management have led to very significant improvements since the last inspection.

What could be improved

- Best use is not always made of discussion or of group work in lessons to ensure a good pace to learning.
- The school does not fully meet the requirement for the provision of design and technology or religious education for all students in Key Stage 4.
- The accommodation for dining is very poor; accommodation for mathematics is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school responded effectively to the last inspection. As a result of a detailed and helpful action plan the key issues raised were addressed through some decisive action. There has been an overall improvement in the standards of attainment. The quality of teaching has improved dramatically. Students now take more responsibility for their own learning; there is a better match of work to students' prior levels of attainment. The school is taking appropriate steps to raise the achievement of boys of Afro-Caribbean origin. There has been a systematic analysis of teachers' needs through classroom observation and formal appraisal. In addition to the response to the particular issue raised at the previous inspection, the school has developed an effective management structure, raised the profile of the school in the local area and extended the range of extra-curricular activities. Work in the development of literacy has improved standards of reading and writing across the school. Particularly notable are the improvements in the provision of physical education, where standards for both boys and girls are high.

STANDARDS

The table shows the standards achieved by 16 and 18-year-olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	C	B	B	A*
A-levels/AS-levels	C	D	B	n/a

Key

well above average A

above average B

average C

below average D

well below average E

The above table shows that students achieved consistently good standards in the GCSE examinations. A-level results show an overall improvement over recent years and are good. The school reached very high standards at GCSE in relation to those achieved by most schools in similar circumstances. In English, standards achieved by 16 and 18-year-olds in 1999 were good overall. Girls tend to outperform boys at the age of 14. This is consistent with the differences in attainment between boys and girls on entry. The gap between boys and girls becomes less marked as students progress through the school. Fourteen-year-olds achieved average standards in the 1999 National Curriculum tests in English, whilst standards in mathematics were above average. In science, standards achieved were well above average. Students' skills in speaking and listening are generally well developed across subjects, as are their skills in reading and writing. In some lessons, however, pupils responses in discussion are limited. Standards in mathematics are good and improving through the steadily increasing emphasis on numeracy across the curriculum. High standards achieved in art and drama are a strong feature of the school. Attainment in competitive sport and games is very good. The results of the 2000 tests and examinations and the evidence of the quality of work seen point to further improvement in the standards achieved. National figures for 2000 were not available at the time of producing this report. The school sets and meets challenging and realistic targets for improvement. All students achieve well in relation to their prior levels of attainment. This is particularly true of the pupils for whom English is an additional language in the home.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students are very positive about what the school provides for their education, responding to their lessons with enthusiasm.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. The few unruly students are managed well by most teachers. The exclusion rate has been high, particularly for Black-Caribbean boys, but is steadily being lowered through positive behaviour management.
Personal development and relationships	The constructive way that students and teachers relate to one another is a marked feature of the school. Students exercise the responsibilities given to them with real commitment.
Attendance	Attendance levels are good, being above national average levels.

The strong emphasis on supporting individual students in their learning and in developing good attitudes to work has led to the creation of a positive climate for learning. Students value the importance of commitment and perseverance in their work and are eager to refine and improve their first efforts. The students show a real interest in school life through their participation in the wide range of extra-curricular activities provided and in the diligent exercise of the many responsibilities they undertake. Lessons begin and end punctually.

TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	good	very 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.

English, mathematics and science are well taught across the school. The most telling strengths in teaching lie in the quality of planning, the clarity of explanations of concepts and tasks and the constructive way that teachers relate to the students. Additionally, the teachers reveal high expectations for attainment through the provision of progressively demanding activities. The high level of the teachers' expertise is another key factor in the effectiveness of many lessons. In lessons judged to be otherwise satisfactory, opportunities are missed in group work for extending students' language. The students respond to the good and often very good teaching they experience by settling quickly to work and by using their time well. They are good learners and make rapid advances in the development of knowledge and skills, particularly in Key Stage 4. The teaching of literacy and numeracy is good and bringing benefits across the curriculum. The school is particularly effective in responding to the needs of all the students, including those students for whom English is an additional language in their homes. Of the lessons seen, teaching was good in 41 per cent, very good in 29 per cent and outstanding in four per cent. Teaching was satisfactory in the remaining 26 per cent. No unsatisfactory teaching was observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Most subjects are given appropriate attention. There is a good emphasis on literacy and numeracy. The requirements for the provision of religious education and design and technology at Key Stage 4 are not met fully.
Provision for students with special educational needs	These students are well looked after as they build on their prior learning and skills. The plans drawn up to support their learning are sufficiently clear and detailed to guide the work of teachers.
Provision for students with English as an additional language	These students receive good support through the accurate identification of their needs.
Provision for students' personal, including spiritual, moral, social and cultural development	This is a striking feature of the school, particularly in what is provided to develop students' social and cultural awareness. Students are well prepared to live in a culturally diverse society.
How well the school cares for its students	There are very good procedures for child protection and for ensuring students' welfare. Students are made aware of their strengths and the areas where they need to work harder to achieve higher standards. The school's concern for the progress of all students permeates its work.

The range of subjects, courses and extra-curricular provision available to students is very good. There is good careers advice. The school shows a strong commitment to the inclusion of all students in its life and work. The school does not meet fully the requirement for the provision of design and technology for all students in Key Stage 4. There are insufficient qualified staff to teach all the students. It must be said, however, that this area of London is finding it very difficult to recruit teachers for this subject. Though provision for religious education in Key Stage 4 has many good features, it does not fully meet legal requirements, in that not all the prescribed areas of study are covered. The plans to support work with individual students who have special educational needs are helpfully devised and used well. Students' social and cultural horizons are very effectively extended. The partnership between the school and the parents and carers of the students is very good and improving. The school cares very well for all students by providing a safe environment and by ensuring that they all have the opportunity to thrive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership by the headteacher, who is ably supported by a very effective team of senior managers, provides a very clear sense of purpose and direction to the work of the school.
How well the governors fulfil their responsibilities	The governors know the school well and are very clearly led in supporting its work effectively
The school's evaluation of its performance	The school is tireless in ensuring that what it achieves matches its aims.
The strategic use of resources	Over the last four years the school has been adept in directing resources to the areas of greatest need.

The headteacher's outstanding leadership, clarity of vision and decisiveness have taken the school forward rapidly in its development over the last four years. The senior management team has been sensitively formed, using the existing skills of the staff to very good effect in managing key developments. The willingness to embrace innovation and to respond to key national initiatives has had a significant impact on the quality of teaching. The governors and senior managers ensure that best value principles are used to judge the quality of the school's overall performance.

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 way the school values all students irrespective of the standards they achieve.• The fact that their children feel safe in the school.• The quality of teaching.• The care and support given to students in order to achieve well.	<ul style="list-style-type: none">• A few parents felt that they could be more involved in their children's learning.

The inspection findings concur with the parents' overall positive view of the school and what it provides for their children. The school works very well with parents and makes every effort to involve them in its work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are good in English, mathematics and science and are steadily improving; overall standards in other subjects are also good.

1. The school does well by its students. By the time they reach the ages of 14, 16 and 18, they reach standards that are above the national averages overall for students of these ages. This is due to the concerted effort made to ensure that teachers know their students well, particularly the students' levels of attainment and the different barriers to learning they experience. Students come to the school with just below average levels of attainment; their literacy levels are clearly below average when they start Year 7. Work in literacy has been particularly influential in the raising of standards. Given the high proportion of students who experience English as an additional language in their homes, the strides students make in the development of understanding, knowledge and skill are impressive. The school is also very successful in helping the many students with special educational needs overcome the difficulties they experience, with the result that they achieve well. The standards of work seen during the inspection point to continued improvement on already good levels of achievement.
2. In 1999, students' results at the age of 14 in the National Curriculum tests in comparison with all schools were average in English, above average in mathematics and well above average in science. These results have fluctuated, but are on a steady upward trend. Compared to schools in similar circumstances, attainment was well above average in English and very high in mathematics and science. Evidence from the inspection and the results of the most recent tests, yet to be confirmed, point to even further improvement in standards achieved. A well-above-average proportion of students reached the higher levels in mathematics and science in the 1999 tests. The attainment of the higher levels in English dropped in 1999. This can be accounted for, to some extent, by the poor literacy levels of this group on entry to the school.
3. Students achieve high standards in the GCSE examinations at the age of 16. Results have been above average over the last three years and are set to improve further. The rising trend of success has been faster than the national trend, with particular strengths in art and drama. In comparison with similar schools, overall attainment in the GCSE examinations is very high. All students achieve well in relation to their levels of attainment when they started their courses. The progress students make overall from entry to the age of 16 is well above average in relation to similar schools. The secret of the school's success lies in the care with which students are provided with challenging targets for attainment and offered the encouragement and support to meet them. Many students exceed the predictions of achievement in the GCSE examinations based on results of the tests at the end of Year 9. This points to the students' high levels of motivation and drive.
4. Students' overall attainment in GCE A-level courses is above average. The sixth form has gone from strength to strength. The quality of teaching, particularly the way the teachers nurture independent skills of enquiry, has given the students increasing confidence in their capacity to do well. The effective management of students' learning, the careful tracking of progress and the generous provision of individual support lie at the heart of success at A level and in the vocational courses.

A high proportion of good and very good teaching leads to good learning.

5. Of the lessons seen, teaching was good in 41 per cent, very good in 29 per cent and outstanding in four per cent. Teaching was satisfactory in the remaining 26 per cent. This represents a very significant improvement on what was noted in the previous inspection. At the time of the previous inspection, there were many weaknesses in teaching that held back improvements in standards of attainment. A concerted and decisive drive towards the improvement of teaching across the school has successfully addressed key weaknesses. Students now experience a high proportion of good and very good teaching. Lessons are hives of creative and productive activity. Students are well informed about how they are progressing in their work; more importantly, they are provided with clear indications of how to improve. They respond with a genuine desire to refine and improve their work. This was evident, for instance, in much of the written work in English and history where drafting and redrafting leads to some polished pieces and attractive presentation. Students feel at ease in seeking help, knowing there is a clear expectation that they will receive the support they need. Though there is a good emphasis on supporting the highest-attaining students, those who experience difficulties and need special help are also well supported in their work.
6. A striking feature of much teaching is the effective way teachers revise previous work at the start of lessons and build steadily on what the students already know. As a result, the students are placed in a very good position to make further advances in learning. The clarity of the introductions to tasks is a marked feature of many lessons. This was a real strength, for example, in a Year 13 lesson in personal and social education. The students were introduced very skilfully to the task of producing a personal statement in preparation for an interview. They were provided with a list of standard questions asked in interviews and directed towards the evaluation of one another's statements in the light of these questions. The clear structure of the start of this lesson led to some focused work and significant advances in understanding as to how to present oneself at interview. Thorough consolidation of previous knowledge was a key factor in the advances in understanding made, for example, by students in a Year 8 lesson in science when they were engaged on practical work in testing foods. The students' practical work was rooted in a strong knowledge base; this supported refined observation. The high quality of many of the lessons is rooted, above all else, in the clarity of purpose that informs the teachers' work. This was a strong feature of much of the teaching of English, mathematics and science. Many teachers are adept at engaging with the students' ideas, seeking reasons for their answers and extending the range of their language. In this respect, the teaching of religious education was particularly impressive, for example in a lesson in Year 9 when the students were encouraged to explore their own beliefs and values through skilful and sensitive questioning. This led to animated discussion, providing the students with an excellent opportunity to explore their deepest beliefs and values. In group work, however, there is occasionally a lack of clarity in what is expected of the students. This sometimes tempts them to set their own pace, with the consequence that they are slowed down in meeting the aims of the lesson.

The spiritual, moral, social and cultural development of the students is very well supported.

7. The school takes very seriously its aim to provide a wide-ranging education for all students by placing a strong emphasis on their spiritual, moral, social and cultural development. Provision for students' spiritual development is very good. The ethos of the school is based on spiritual values common to and appreciated by the wide range of cultures represented in the school. The programme of assemblies is valued by the students as an opportunity to consider issues of deep personal concern to them. The assemblies observed were presented with clarity and conviction, revealing a high level of sensitivity to the diversity of culture and belief in the student body. There are numerous opportunities for reflection throughout the curriculum, especially in art, music and religious education. Overall, the school ensures that the spiritual life of students is nurtured through teaching them to respect their own and others' lives and feelings, to feel proud of their achievements and to value their capacity for reflection and serious thought.
8. The provision for moral education is excellent. The behaviour of students shows that the various policies are fully understood. Staff and sixth form students provide excellent role models. Students distinguish clearly between right and wrong. The system of rewards and sanctions is well understood. Moral awareness is fostered in many subjects; for example, in English students study books such as 'Of Mice and Men', which provides very good opportunities to discuss prejudice and stereotyping.
9. Provision for students' social development is very good. A very wide range of extra-curricular activities, appealing to all ages and tastes, offers good opportunities for students to work together and relate to their peers from other schools. Particularly notable is the much-improved provision of physical activities for the girls. The school encourages everyone to become involved in the activities provided and the participation rate is high. Relationships between students and between students and staff are respectful and friendly. Within lessons, the many opportunities for paired and group work support collaborative relationships amongst the students. The excellently organised evening for prospective parents and students owes much to the students' capacity to mix confidently in different social contexts and in the school's confidence in them to do so.
10. There is a comprehensive programme of well-taught personal, social and health education which incorporates appropriate sex, drugs, careers and health education. The personal development of students is also fostered well in assemblies. The school provides effectively for work-related education through good careers advice and work experience. All these initiatives increase students' self-confidence and will to succeed in life.

The care and guidance provided for the students encourages a secure, happy and effective environment for learning.

11. The quality of care for the well-being of all students permeates the work of the school. The students are well known and feel that there is always at least one teacher they can approach with problems. An outstanding feature of the school, is the care and concern shown by students for one another. Older students often exercise their initiative in taking care of the students new to the school. The induction programme for students coming to the school into Year 7 is effective. One Year 7 student remarked, 'I was bullied when I was in primary school, I know I will

not be bullied here'. This young voice speaks for all in the school. Other older students reiterated this confidence in the safety of the school environment.

12. Though there is a small minority of disruptive and unruly students, the school makes every effort to include them productively in the life of the school. Most teachers manage behaviour well, so that students feel they can get on with their work in lessons without the irritation of disruptive behaviour. The rate of exclusions has been reduced considerably as a result of the development of positive behaviour management.
13. Assessment is used very well to identify students' needs and to set targets for attainment. The students are provided with clear ideas about how to redirect their efforts should they fall short of expected levels of attainment. The school's work in raising levels of literacy has opened doors for many students who would otherwise achieve low standards. The higher-attaining students are also targeted by carefully tailored programmes so that they too are better placed to make good progress in their work. The students express a high level of satisfaction with the quality of the guidance and support they receive. The care shown by the teachers and other staff for students who are known to need special attention is palpable. In these cases the students' confidence is gradually built up so that they come to look after themselves where appropriate.

Outstanding leadership and management have led to very significant improvements since the last inspection.

14. As a result of the robust response to the previous inspection the school has gone from strength to strength. The headteacher, ably supported by a strong senior management team, has provided outstanding leadership and highly focused direction to the work of the school. She has been the driving force behind improving the quality of teaching with the consequent steady improvement in standards of achievement. Communications within the school are very good; senior managers work closely with their colleagues, with the consequence that there is a rapid and effective response to areas of need. The governors are very well led in supporting the work of the school and have now formed themselves into a team with a good range of skills. The fact that there are many parents represented on the governing body ensures that governors are highly sensitive to parental judgements about the experience of their children in the school. Governors take an active part in determining the school's priorities. The good level of financial and other information provided for the governors puts them in a strong position to exercise their responsibility to hold the school to account for the quality of provision. This they do well through a well-managed committee structure and through comprehensive annual reports to parents.
15. The staff have formed themselves into a strong and cohesive team, eager to embrace change. They are well supported in their work through the provision of and encouragement to attend good in-service training. Strong informal systems of exchange and regular well-documented meetings ensure that all staff participate in key decisions. The monitoring of teaching and the support provided for teachers who experience difficulties are strong features of the school. The school thrives on innovation and gives every encouragement to all members of staff to use their talents to the full.
16. The school development plan is clearly focused on raising standards of attainment. Realistic targets are set for development. The current plan is well constructed and

has arisen from a clear analysis of the school's needs.

17. There is a very good climate for learning. The school has worked hard to look closely at individual learners and groups of learners who give cause for concern. The under-achievement of Afro-Caribbean boys, for example, is being tackled imaginatively by making good use of assessment information, combined with information about these students' experience of learning at home and in school. High expectations for behaviour, personal relationships and standards of attainment are communicated clearly to the students. The work of the school clearly reflects its aims. It is very successful in achieving what it sets out to do. The results of national tests and examinations are used well to judge how well it is doing. The school continues to learn from its experience and from that of other similar schools. There is a strong commitment to harnessing the talents of the staff and encouraging imaginative initiatives. The will to succeed, shared by all staff, is the driving force behind all developments.

WHAT COULD BE IMPROVED

Best use is not always made of discussion in lessons or of group work to ensure a good pace to learning.

18. Though one of the key strengths in many lessons is the way the students' ideas are harvested and extended, in lessons that are otherwise satisfactory, teachers tend to ask questions that are not sufficiently demanding or make do with the first answer provided. In these lessons, there are missed opportunities to seek further clarification from the students or to seek for reasons for their views. When students work in groups, teachers occasionally leave the groups to their own devices when it would be more appropriate to ensure that the discussion was appropriately focused. Additionally, group discussion is not sufficiently productive as students do not always know what is expected of them.

The school does not fully meet the requirement for the provision of design and technology or religious education to all students in Key Stage 4.

19. There are insufficient staff to teach the full range of the requirements of the National Curriculum in design and technology, with the consequence that not all students in Key Stage 4 follow a course in the subject. There is little the school can do about this until appropriate staff are recruited. The school, in common with other secondary schools in the area, has sought hard and failed to recruit appropriately qualified staff. The requirements of the local education authority Agreed Syllabus for the provision of religious education are not met fully in Key Stage 4; not all the prescribed elements in the syllabus are covered. It must be said, however, that what is provided is of a high standard.

The accommodation for dining is very poor; accommodation for mathematics is unsatisfactory

20. There is insufficient designated accommodation for dining facilities, with the consequence that the mathematics area, adjoining the existing dining hall, is used to supplement dining accommodation at lunchtime. This makes it difficult to maintain a stimulating environment in classrooms used for teaching mathematics. It is a tribute to the teachers and support staff that standards of attainment in mathematics remain good and continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of attainment, the quality of work in lessons and the provision made for students, the governors and the school should take steps to ensure that:

- (1) Better use is made of discussion in lessons by:
 - providing more opportunities for students to offer reasons for their opinions;
 - encouraging more debate about issues;
 - supporting students more effectively in extending their use of language to more complex constructions.
(Paragraph 18)
- (2) Better use is made of group work to ensure a good pace to learning by:
 - teaching students how to work best in groups;
 - structuring group activities so that students know more clearly what is expected of them when working in groups;
 - using feedback to the groups more effectively to ensure that the discussion remains appropriately focused.
(Paragraph 18)
- (3) Further attempts are made to recruit the staff needed to provide the full range of the National Curriculum in design and technology.
(Paragraph 19)
- (4) Provision of religious education is extended in Key Stage 4 so that it meets the requirements of the locally Agreed Syllabus for the provision of religious education.
(Paragraph 19)
- (5) Ways of overcoming the difficulties created by the very poor accommodation for dining, particularly the disruption caused by the use of mathematics accommodation, continue to be explored.
(Paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and students	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	29	41	26	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 students

Students on the school's roll

	Y7 – Y11	Sixth form
Number of students on the school's roll	1095	243
Number of full-time students eligible for free school meals	250	37

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	42	4
Number of students on the school's special educational needs register	228	16

English as an additional language

	No of students
Number of students with English as an additional language	1041

Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	41
Students who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	6.5
National comparative data	7.9

Unauthorised absence

	%
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 students in final year of Key Stage 3 for the latest reporting year	1999	107	110	217

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	63	82	73
	Girls	90	82	76
	Total	153	164	149
Percentage of students at NC level 5 or above	School	71 (86)	76 (69)	69 (53)
	National	63 (56)	62 (60)	55 (60)
Percentage of students at NC level 6 or above	School	15 (66)	47 (40)	38 (26)
	National	28 (23)	38 (37)	23 (29)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	67	91	72
	Girls	93	94	86
	Total	160	185	158
Percentage of students at NC level 5 or above	School	74 (75)	85 (91)	77 (99)
	National	64 (59)	64 (63)	60 (61)
Percentage of students at NC level 6 or above	School	30 (49)	56 (45)	43 (24)
	National	31 (28)	37 (37)	28 (29)

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	1999	105	102	207

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	57	102	104
	Girls	59	96	99
	Total	116	198	203
Percentage of students achieving the standard specified	School	56 (59)	96 (93)	98 (99)
	National	46.6 (43.3)	90.9 (88.5)	95.8 (94)

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

GCSE results		GCSE point score
Average point score per student	School	41 (40)
	National	38 (57)

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

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	36	91.7
	National		n/a

Attainment at the end of the sixth form

	Year	Boys	Girls	Total
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	1999	30	35	65

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	20.0	15.2	17.5 (15.2)	0.0	3.0	2.4 (4.5)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	18	94
	National		n/a

Ethnic background of students

	No of students
Black – Caribbean heritage	84
Black – African heritage	61
Black – other	43
Indian	645
Pakistani	105
Bangladeshi	10
Chinese	8
White	122
Any other minority ethnic group	92

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	43	0
Black – African heritage	17	0
Black – other	28	0
Indian	19	0
Pakistani	4	0
Bangladeshi	0	0
Chinese	0	0
White	15	0
Other minority ethnic groups	2	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	89.2
Number of students per qualified teacher	14.7

FTE means full-time equivalent.

Education support staff:Y7-Y13

Total number of education support staff	11
Total aggregate hours worked per week	360

Deployment of teachers:Y7–Y13

Percentage of time teachers spend in contact with classes	70.1
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Average teaching group size: Y7 – Y11

Key Stage 3	24.6
Key Stage 4	23.8

Financial information

Financial year	1999
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	£
Total income	5,339,152
Total expenditure	5,016,275
Expenditure per student	3,364
Balance brought forward from previous year	118,233
Balance carried forward to next year	441,110

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1300
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	1	1	0
My child is making good progress in school.	65	28	2	1	4
Behaviour in the school is good.	55	36	6	0	3
My child gets the right amount of work to do at home.	51	37	9	1	1
The teaching is good.	61	33	4	0	3
I am kept well informed about how my child is getting on.	53	33	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	57	40	1	1	1
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	50	32	16	0	2
The school is well led and managed.	53	41	2	0	4
The school is helping my child become mature and responsible.	58	35	2	0	5
The school provides an interesting range of activities outside lessons.	51	38	6	0	5

Other issues raised by parents

There were no other issues raised