

INSPECTION REPORT

ST BONAVENTURE'S SCHOOL

Boleyn Road

Forest Gate

LEA area: Newham

Unique reference number: 102787

Headteacher: Sir Michael Wilshaw

Reporting inspector: Mrs Sheila Browning
1510

Dates of inspection: 27 – 29 November 2000

Inspection number: 223876

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: Voluntary aided

Age range of pupils: 11-18

Gender of pupils: Boys

School address: Boleyn Road
Forest Gate
London

Postcode: E7 9QD

Telephone number: 020 8472 3844

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Appropriate authority: The governing body

Name of chair of governors: Rev Fr J Clifford

Date of previous inspection: 12 February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bonaventure's School is a voluntary aided comprehensive technology school. It is bigger than many other secondary schools with 1198 boys aged 11 – 18. It is oversubscribed and has 136 more pupils than at the time of the last inspection. Pupils are of a higher than average attainment on entry. The percentage of pupils identified as having special educational needs, at 28 per cent, is above the national average. The percentage of pupils with Statements of Special Educational Need, at 1.9 per cent, is broadly in line with the national average. The proportion of pupils receiving free school meals, at 23 per cent, is above the national average. The percentage of pupils speaking English as an additional language, at 21.7 per cent, is high. The school serves a wide catchment area. Pupils come predominantly from homes that are socio-economically deprived and, although the majority are Catholic, a wide variety of religious, cultural and ethnic backgrounds are represented.

HOW GOOD THE SCHOOL IS

This is an outstandingly effective school. Pupils achieve high standards, particularly at Key Stages 3 and 4. A/AS-level results continue to improve. The overall quality of teaching and learning is very good. A successful teaching and learning partnership is established and sustained. Pupils' attitudes to learning are a significant contributory factor to the standards achieved. Behaviour, personal development and relationships are all excellent. Leadership and management are very strong, with remarkable leadership by the headteacher. The quality and range of the learning opportunities are very good. The school provides very good value for money overall.

What the school does well

- Standards are high and overall are above the national average and above those of similar schools at the end of Key Stage 3 in English, mathematics and science. The proportions of pupils obtaining 5 or more GCSE grades at A*-C and A*-G are well above the national average, and are very high in comparison to similar schools.
- The overall quality of teaching and learning is very good. The academic progress of pupils is promoted very effectively. There is a positive learning culture driven by high expectations.
- The quality of leadership and management is very good. Monitoring and evaluation of the school's performance lead to effective action.
- The quality and range of learning opportunities, including provision for pupils' personal development, are very good. Provision for pupils' spiritual, moral, social, cultural development is excellent. Extra-curricular opportunities, particularly the academic, are good.
- The school promotes excellent standards of behaviour and attendance; the personal development of pupils and relationships in the school are excellent.

What could be improved

- The number of higher grade passes at A level.
- Teaching of numeracy within mathematics and across the curriculum.
- Accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded very effectively to the issues raised in the last inspection in February 1996. Standards continue to improve throughout the school and have increased at a faster rate than nationally. Teaching is improved. The quality of education provided is very good. The creative arts are extended and, with the wide range of cultural activities, are a strength of the school. The joint sixth form continues to expand; arrangements have been reviewed, improved and are now better managed in terms of efficiency, time and staffing. The library is very effective and is a well-used resource. The previous health and safety issues have been addressed. Leadership and management are sharply focused on improving standards and self evaluation is well established. A positive learning culture is central to this highly successful school. Parents are very strongly supportive. The school demonstrates a secure capacity and commitment to improve further.

STANDARDS

The table shows the standards achieved by 14, 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
	Year 1998	Year 1999	Year 2000	Year 2000
Key Stage 3 tests	C	B	B	A
GCSE examinations	B	A	A	A*
A-levels/AS-levels	E	D	n/a	n/a

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

Over the past three years, pupils' results in the National Curriculum tests have been above the national average and at GCSE they have been well above the national average; for A/AS level they have been below national averages. There is a rising trend of improvement above the national average. In 2000, in Key Stage 3 pupils' performance in English and science was in line with the national average and was above average in mathematics. When compared to similar schools standards in English were above average, in science they were well above and in mathematics they were very high, where similarity measured by the percentage of pupils eligible for free school meals and those with special educational needs. The good standards achieved in examinations and tests were also reflected in the good standards seen in lessons during the inspection. Achievement in information and communication technology (ICT), design and technology, art, drama, music and physical education are above expectations for pupils in Key Stages 3 and 4. Pupils achieve well from an above average entry level and they make very good progress. The accomplishment of pupils with special educational needs is good. The progress that higher attaining pupils and those with English as an additional language make is very good. Standards are high.

In 2000, the proportions of pupils who achieved five or more GCSE passes at grades A* - C and A* - G were well above the national average. Results have been consistently above national averages. When compared with similar schools the proportion of pupils who achieved five or more GCSE passes at grades A*-C was very high. Results at GCSE show a rising trend. In 2000, the proportion of pupils who achieved two or more A levels or AS equivalent increased in comparison to the previous year. In 1999, they were below average. There is some scope for further improvement, particularly at the higher levels at A/AS level. The school has agreed challenging targets for GCSE results with the local education authority and has successfully exceeded them. Overall standards are high at Key Stages 3 and 4 because high quality teaching leads to high quality learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are a strength of the school. They sustain independent study and are responsive, mature and responsible.
Behaviour, in and out of classrooms	Excellent, both in lessons and around the school. Pupils show a mutual respect and value for each other and for adults.
Personal development and relationships	Excellent. Pupils take advantage of the numerous opportunities to take on extra responsibilities.
Attendance	Attendance is well above the national average.

Pupils' attitudes are a strong contributory factor to the good standards achieved. The school has successfully nurtured a positive climate for teaching and learning. Pupils have very good opportunities for personal development. Relationships are excellent throughout the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged 11-13 years	Aged 14-16 years	Aged 16-18 years
Lessons seen overall	Very Good	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 is a strength and some outstanding teaching is evident across the school. Sixty six lessons were observed during the inspection and teaching was at least satisfactory in all of them. It was good or better in 81 per cent of the lessons and in 45 per cent it was very good or excellent. Pupils are well motivated and are keen to learn and increase their skills, knowledge and understanding. They have a sharp awareness of their achievements and know what they need to do to achieve higher standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. Good provision is made for particular groups by giving maximum opportunity for choice especially at GNVQ, GCSE and A/AS level. Extra-curricular provision is wide ranging. Provision for academic enhancement and for gifted and talented pupils is a strong feature.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Very good and pupils with English as an additional language are well integrated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Spiritual provision in class teaching is excellent. Pupils experience a daily act of collective worship. Excellent opportunities are taken to raise and discuss moral and ethical issues. Excellent provision is made for pupils' social development: they are fully involved in many aspects of school life and have numerous opportunities for responsibility. Cultural provision is excellent and the school successfully celebrates the boys' cultural diversity.
How well the school cares for its pupils	Very good overall. Excellent procedures are in place for child protection. The quality of care and support for pupils makes a major contribution to their development. Pupils are involved in their own target setting.

The school has particular strengths in information and design technologies and in the creative arts. Provision in the sixth form is particularly good. Extra-curricular provision is wide ranging. The provision made for pupils' welfare, health and safety, and for their support and guidance is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, governing body and all staff create an excellent ethos. Senior managers are a cohesive team and work effectively together. The quality of management across the curriculum and in pastoral areas is very good. Monitoring, and evaluation of teaching, learning and the curriculum are all very well developed.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors are well informed and are supportive of the school's performance. They are actively involved in the strategic and decision-making processes. They are clear about the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has a clear and accurate view of its performance and has analysed what works well and why. Monitoring and evaluation of the school's performance, including the progress pupils make, are exceptionally well developed, communicated well and used effectively.

The strategic use of resources	Very good use is made of staff, time, resources and accommodation. The principles of best value influence the school's purchasing policy. The school gives very good value for money.
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The headteacher and senior key staff provide decisive and strong leadership and management. The governors' role in shaping the direction of the school is well developed. Staffing and resources for learning are very good overall. Accommodation has significantly improved but corridors and the playground are congested and laboratories, workshops and studios are often cramped. Provision for the library and information and communication technology is much improved. Best value principles are applied stringently to the school's use of resources, and spending is monitored effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects boys to work hard and achieve their best. • Boys like school. • The teaching is good. • The school is well led and managed. • Boys make good progress. • The school helps boys to be mature and responsible. • Behaviour is good. 	<ul style="list-style-type: none"> • Information about how their child is getting on.

Inspectors agree with the positive views expressed. Some parents would like more information about the progress their children make. Information currently sent to parents is comprehensive. The school has plans to share more of the data and target setting relating to individual pupils with their parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high and are, overall, above the national average and above those of similar schools at the end of Key Stage 3 in English, mathematics and science. The proportions of pupils obtaining 5 or more GCSE grades at A*-C and A*-G are well above the national average, and are very high in comparison to similar schools.

1. The school has agreed challenging targets for Key Stages 3 and 4 with the local education authority and has met them. In the national tests for 14-year-olds, results have been consistently above national averages in English, mathematics and science in recent years. In 2000, pupils achieved standards that were in line with national averages in National Curriculum tests at the end of Key Stage 3 in English and science and above national averages in mathematics. Standards are higher than at the time of the last inspection and they continue to improve, at a faster rate than the national trend. When compared to similar schools, results in the National Curriculum tests are well above average. In 2000, there was a slight overall fall from the results of 1999, which were the best results that the school had achieved. However, mathematics showed an increase in the numbers of pupils attaining Level 5 and above, reflecting the school's best ever results. St Bonaventure's exceeded or equalled the national average for pupils achieving Level 5 and above at Key Stage 3 over the last three years. The school's results also exceeded Newham's average for the same period. The figures for 2000, the latest year, and for the past three years show that the pupils' performance is above the national average.
2. GCSE examination results have shown steady improvement since 1994. Results have been above national averages for grades A*-C and have been well above national averages for grades A*-G over the last three years. The proportion of pupils obtaining the highest grades in GCSE examinations last year in English, mathematics and science was well above national averages. A total of 158 pupils were entered for GCSE, each pupil sitting on average nine or ten subjects. Each, on average, achieved 9.5 A* - G GCSE passes, and 5.8 A*-C passes per pupil. This reflects continuing high standards and exceeds the predicted grades for this group of pupils. Individually there were some excellent results: 61 pupils achieved nine or more A*-C passes, of whom 28 achieved ten passes and six eleven passes. The average total GCSE points score per pupil, shows a rising trend above the national trend. Results are higher than national standards. There are many subjects where the percentage of pupils attaining A*-C grades significantly exceeds national figures. In the last three years, St Bonaventure's has exceeded national averages in the percentage of pupils passing 5 or more GCSEs both at grades A*-C and at A*-G. The school's results also exceeded Newham's average for the same period. The school features at the top of the performance tables for the local education authority for both GCSE and A level. Pupils with special educational needs achieve very good results.
3. The school has secure data that show pupils' improvement as they progress through the school. Based on the Key Stage 3 results for the group of pupils taking GCSE in 2000, the school predicted a drop in the A*-C grades with 59 per cent of the entry achieving these grades. The group achieved an average points score of 32.6 points for Key Stage 3 and was predicted to achieve an average total GCSE points score of 40 points. However the actual points score was 46.1, showing that their improvement exceeded expectations by 6 GCSE points. The results, at 63 per cent A*-C grades, therefore represent an excellent outcome.

4. The Year 2000 results showed a slight drop in the percentage of pupils achieving five or more passes at grades A*-C, from the previous year. Results are easily the best obtained by boys in the local education authority and are better than national averages for boys by more than 10 per cent. The average total points score for each pupil rose by 1.1 points and represents the school's best achievement, reflecting the increase in curriculum choice for the boys. The percentage of boys achieving at least one pass at grades A*-C stayed at the same but there was an increase in the percentage of boys achieving 5 or more A*-G passes. The school exceeds all national trends for boy's performance at GCSE level.
5. An analysis of the results of the different subjects at GCSE shows some notable achievements. When comparing the results for 2000 and 1999, physical education with 72.2 per cent A*-C grades improved by 15.1 per cent, art with 90.7 per cent improved by 12.5 per cent, information and communication technology with 77.6 per cent improved by 9.9 per cent and drama with 90.3 per cent improved by 5.7 per cent. Science with 65.9 per cent improved by 1.9 per cent but also shows improvement for the fourth consecutive year, and religious education with 51.3 per cent A*-C grades improved by 0.4 per cent. In music pupils achieved six A grades and business studies maintained an A*-C pass rate of 83.7 per cent.
6. In the sixth form, A/AS-level results have improved over the last three years. The average point score of candidates entered for two or more A levels or AS equivalent at 17.4 in 2000 was close to the national average. The score for those entered for fewer than two A levels or AS equivalent at 2.3 was below the national average as expected. In 2000, 71 boys were entered for A-level examinations and 88.2 per cent of entries passed with grades A-E. This represents a one per cent increase over the previous year and is in line with national averages. Sixty-eight pupils achieved two or more passes at A level and 59 per cent achieved 3 or more A level passes. Of those pupils, some 9.4 per cent achieved A grades.
7. Overall school results for the year 2000 show an upward trend at all levels. According to the school's analysis, the A/AS-level results show value added. Sixth form provision is shared jointly with a local girls' Catholic school. The school is aware that in some subjects boys seem to be doing worse than the girls. Analysis indicates that several of the underachieving boys had been mentored regularly but still had attendance and effort problems. Their failure was predicted. As a result, the school has reviewed its entry procedures to examinations. Higher-attaining boys, overall, did not achieve their target minimum grades. The school has planned clear action to address this problem.
8. All pupils who were entered for the Advanced GNVQ in their final year achieved passes and two achieved distinction. Twenty-five pupils were in their final year of Intermediate GNVQ. Twenty passed and five are awaiting results. Sixteen of these pupils elected to move on to GNVQ Advanced.
9. In terms of the percentage of pupils obtaining five or more grades A*-C at GCSE, St Bonaventure's has appeared in the Department for Education and Employment's (DfEE) list of 'Most Improved Schools' over the last three consecutive years. In the same category, over a four-year period, St Bonaventure's appears in the top five 'Most Improved Specialist Schools' (Technology College's Trust's yearly statistical analysis).
10. The standard of work seen in lessons during the inspection was as expected for pupils of their age and was often above that expected. This is largely because teaching challenges all pupils and they learn at a good rate. The work seen at this time of the

school year indicates that older pupils in Key Stages 3 and 4 are set to improve by the end of the year to reach standards that are above the national average. Standards are equally high in most subjects. Staff and governors have together created a climate for learning where success is celebrated and promoted as a positive achievement.

11. Pupils' literacy skills are good. Literacy is often reinforced in subjects other than English. Pupils read fluently and are quick at obtaining information from texts in lessons and from other sources of information such as those accessed through information and communication technology. Pupils listen carefully to teachers and to each other. They demonstrate good standards of speaking and listening in all their lessons. They are articulate and confident when speaking. In a Year 7 geography lesson about the local area, pupils were keen to debate points and demonstrated very good oral skills. In a Year 8 music lesson, creating a chromatic melody, pupils made good critical observations about each other's work. In most subjects pupils used specific subject terminology with accuracy and understanding. A vocabulary of key words has been identified in each subject which helps learning and facilitates progression. Pupils enjoy expressing their ideas and opinions and take advantage of the many opportunities provided to participate fully in discussion. Teaching provides good opportunities for pupils to build on existing skills through challenging and interesting activities. In a Year 10 drama lesson, pupils enjoyed 'being in role' and demonstrated good listening and communicating skills.
12. Numeracy skills are generally developing appropriately across the curriculum but currently a whole school approach is not evident. By the end of Key Stage 3, pupils show adequate skills in mental arithmetic. In Year 9 in information and communication technology pupils collate and interpret data in a variety of formats and, in a Year 10 design and technology lesson, pupils made quick mental calculations whilst developing work for a can crusher project. They make good use of mathematics in science and in design and technology.
13. Information and communication technology skills and understanding across the curriculum have improved considerably as a result of very good teaching, curriculum organisation and resources. The extensive network of computers around the school has greatly assisted pupils in gaining access to new learning resources such as CD ROM software and Internet research. All subjects plan for increased coverage of information technology in the curriculum. Pupils are very proficient and take advantage of the many opportunities provided in lessons and in extra-curricular activities. Generally, standards reached across the curriculum are above average.

The overall quality of teaching and learning is very good. The academic progress of pupils is promoted very effectively. There is a positive learning culture driven by high expectations.

14. The very good quality of teaching and learning is a major reason why the school is successful. Teaching shows improvement since the last inspection. There has been a significant change of staff since 1996, particularly at senior and middle management levels. During this inspection, teaching was good or better in 81 per cent of lessons, and in 45 per cent of these it was very good or excellent. No unsatisfactory teaching was seen. Some excellent teaching was seen at all stages. There were more instances of very good and excellent teaching in sixth form classes.
15. Teachers have a secure knowledge and understanding of their subjects. The skills of communication, including literacy and information and communication technology, are taught effectively. Teaching of basic and higher-order skills is very good. Teachers

plan lessons well and thoroughly. They present tasks and activities that are carefully chosen to match pupils' needs and which extend pupils' thinking and understanding. The school meets the needs of all pupils well. Provision for pupils with special educational needs and for higher attaining and gifted pupils is very good. Teachers use effective teaching methods. Teacher expectations of what pupils can achieve are high; and the good quality of their interaction with pupils promotes good learning. Teachers make very good use of questioning to promote pupils' learning, knowledge and understanding. Provision for pupils with special educational needs and for higher-attaining, gifted and talented pupils is good. The management of pupils is very good and unobtrusive.

16. Pupils are very good listeners both to teachers and each other. They respond to each other's views and opinions and develop very good critical skills. Teachers successfully and skilfully use questioning to reinforce learning. In a Year 10 history lesson, about Nazi propaganda, the teacher gave an excellent definition of propaganda reinforced by very good questioning techniques which led to the boys thinking up sensible and thoughtful answers. Pupils produced high quality written work and worked exceptionally well in pairs. As a result they had a clear understanding of what propaganda was and its impact. In a Year 12 design and technology lesson, the teacher skilfully encouraged pupils to hypothesise about what could be improved on the design aspects of various household appliances. Pupils considered and discussed cultural influences in aspects of design, using first-hand experience of both their own and the teacher's experience. They used design specifications to consider how designs could be improved. The pupils raised some very good points of comparison and differences in needs and uses of appliances in countries such as China, Canada and Britain.
17. Particularly good is the use of recapitulation and use of specific terminology. Teachers are effective at making the pupils reflect and think in order to establish what they already know before introducing new material. In a Year 11 science revision lesson, on the equation for the 'Haber' process and sources of nitrogen and hydrogen, the teacher swiftly involved pupils in the revision process. The teacher helped them to consolidate the information by giving worksheets that provided an outline to which the pupils had to add detail. In a Year 10 business studies lesson, about the advantages and disadvantages of firms growing larger, pupils readily exchanged their ideas based on previous research about companies. Pupils well understood and could discuss, using key words accurately, the reasons for expansion. In a Year 10 information technology lesson, the teacher effectively used an interactive white board with a computer in order to diagnose problems pupils were encountering with data on a spreadsheet. The use of real world examples of data brought the task alive for pupils. Technical language was used and introduced and explained clearly.
18. Teachers use a variety of successful techniques and approaches to hold and maintain pupils' interests. In a Year 8 English lesson, on 'Great Expectations', pupils were encouraged to discuss how Pip's character changed before and after he inherited his wealth. A grid and information and communication technology were used well. The teaching methods and organisation extended and developed pupils' understanding, making considerable intellectual demands on them. Pupils used key words in the right context, extending their vocabulary and exploring feelings. A subsequent drama lesson further enhanced their understanding of Dickens' work. Using a technique known as 'Pantomime Blanch', pupils developed good mime techniques based on inanimate objects when creating how and where Ebenezer Scrooge lived. Through mime, they reinforced their knowledge and understanding of key characters, atmosphere and tension. Many opportunities are provided for pupils to engage in discussion, give presentations and debate with each other and their peers. In a Year 9 English lesson about feelings and formality, pupils discussed at length a letter sent to Henry V111 from

Anne Boleyn pleading for her life before she was beheaded. Pupils discussed her point of view, state of mind and the likely consequences and impact of the letter. With the very good support of the teacher, they interpreted the archaic language and discussed the changes that may have occurred in interpretations. Some then went on to search the web for the original letter.

19. Pupils are encouraged to work independently and they work productively and with maturity. In a Year 11 information and communication technology lesson, using and dealing with specific tasks, pupils received individual tuition from the teacher about the problems they were tackling. They went on confidently to use a range of skills. They considered the information, suitable software and hardware, and gave good and comprehensive evaluations of their work. As a result, pupils increased their computer skills and information technology literacy. For example, they were able to evaluate 'mail merge' effectively and produced high quality work.
20. Resources are used well. In a Year 7 history lesson about the Roman army and its influence and effect, good use was made of resources such as, for example, a video, pictorial and written extracts and a piece of actual armour. As a result, pupils showed a good degree of interest. In a Year 13 chemistry lesson, the good choice of video showing the workings of infra-red spectrometry consolidated ideas well for the pupils. In a Year 12 physical education lesson, pupils researched and discussed issues relating to health and fitness. They were encouraged to use a variety of resources such as an overhead projector, magazines, photographs, websites, books and physical tests to develop their understanding. As a result of innovative teaching and the brisk pace of the lesson, pupils gained a knowledge of various types of fitness. Time is used well. In a Year 7 mathematics lesson, the lesson started with rapid mental arithmetic exercises followed by work on fractions and mixed number work. The use of an overhead projector illustrated the key concepts and increased the pace of learning.
21. The quality of teacher-pupil relationships is a strong contributory feature in establishing the pupils as active learners. The school has worked hard at the teacher-learner partnership. Teachers use praise well and readily celebrate pupils' effort and achievement. Teachers are good role models and treat pupils with respect, which is mutually returned. Pupils feel secure and confident to discuss issues with teachers.
22. During the inspection, there were several occasions when the pupils spontaneously clapped or praised their peers for excellent effort, presentation or performance. In a Year 11 physical education lesson, a pupil led the warm-up session and took the class through a series of cardio-vascular exercises and at the same time explained the purposes and aims of the exercises. Pupils responded very well with the seriousness the task deserved. This gave good evidence that the teacher involves the pupils in learning and allows them to take plenty of responsibility but with guidance.
23. In discussion, pupils said how much they appreciated the time that teachers take to explain their progress and what they might do to improve. They particularly valued the additional opportunities provided through extra classes, mentoring and Saturday classes.
24. Pupils acquire new skills quickly. They have a good understanding of what they have learned and what they need to do to improve the quality of their work. Pupils are fully aware of what level they are at and are skilled at assessing their own work; a good example was seen in a Year 9 English lesson when pupils marked each others' work using examination criteria and afterwards levelled the work. Self-assessment is reinforced at every stage and teachers sum up what has been learned in each lesson, again consolidating what pupils know. Teachers' written comments when they mark

work also help pupils to improve it. Pupils gain creative, language and practical skills. Their intellectual, physical and creative efforts are very good.

The quality of leadership and management is very good. Monitoring and evaluation of the school's performance lead to effective action.

25. The leadership and management of the school is excellent, with outstanding leadership by the headteacher. The headteacher has a clear vision, drive and high expectations for all. Management is well structured, with all members of the senior management team having clear roles. Together, the headteacher, senior managers and the governing body focus on the continued improvement of educational standards and ensuring that appropriate provision is made for all pupils. Leadership is decisive but recognises the value of consultation and negotiation. Regular structured consultation takes place. The main consultative bodies are heads of department, assessment working party, heads of year, finance and sixth form departmental and tutor meetings. Management encourages all staff to participate fully. Pupils and parents are kept informed of developments and are also encouraged to contribute their views.
26. The senior management team is strong and effective, exercising complementary skills well. They carry out their responsibilities efficiently. Expansion of the senior management team has allowed the school to review roles and responsibilities. Senior managers are given considerable responsibility to manage different aspects of the school. A deputy head has taken charge of site management and health and safety issues. Expansion of the sixth form has allowed the appointment of two additional senior tutors with specific responsibilities. The appointment of GNVQ course leaders and key skills co-ordinators has tightened up line management in the sixth form. Together, senior managers provide overall direction and a shared and common purpose. Developments are implemented, managed, monitored and evaluated, and are operationally effective. All are concerned with whole school policy and procedures.
27. Heads of department have a very good awareness of their roles in monitoring pupils and teaching standards in their departments. A programme of in-house professional development at each head of department meeting allows two middle managers to share common problems and to disseminate good practice. Year leaders are involved with parental consultation, records of achievement and pastoral issues, in particular the oversight of the pupils' personal and social development.

28. A rolling programme of observations of lessons by senior managers takes place each term and operates alongside peer observations in each department. The quality of teaching throughout the school is consistently high. The quality of teaching and learning is improved through the professional staff development policy, and evaluation is based on statistical evidence, such as examination results together with staff's own critical assessments. This process has proved to be most effective.
29. Improvements and development planning are well established and are well supported by senior management and key personnel. Good structures secure effective monitoring and evaluation of teaching and learning, and of the curriculum. Well-developed systems together with the commitment of staff ensure that the school will continue to improve.
30. The governing body is large, with 24 governors. Governors are fully informed, very supportive and successfully carry out their role of critical friend to the school. A number of governors bring much valued expertise. For example, business governors are crucial to the technology status and bring much valued business and commercial skills. An appropriate committee structure is in place that operates effectively and the work of the school is under constant review. Governors receive and evaluate the strategies used to raise attainment in all key stages, identifying those that are most successful. The school has responded very effectively to the issues raised in the last inspection and regular reports on the progress made are in place. Governors are well informed about standards and the quality of education provided through relevant documentation, meetings and regular presentations by senior managers and other key staff.

The quality and range of learning opportunities, including provision for pupils' personal development, are very good. Provision for pupils' spiritual, moral, social and cultural development is excellent. Extra-curricular opportunities, particularly the academic, are good.

31. The school has been a specialist technology college since September 1994 and it maintains a balanced, relevant and broad curriculum. The curriculum is dynamic and changes to meet needs. When the school gained technology status it gave overarching weight to mathematics, science and technology; hence the criticism in the last report of marginalised arts provision. This is now totally rectified. The provision has expanded, particularly at Key Stage 4, over the last four years. Provision for information and communication technology has also expanded considerably since 1996, with over 200 networked machines operating in nine designated areas. The school has drawn upon specific funding to resource, staff and expand provision. Support for pupils with special educational needs has increased. The school library is a well used and most effective resource area. New stock has been purchased and subject staff have been directly involved in selecting resources. The library is well equipped, with 16 networked computers installed for research and curriculum work. The expansion of the sixth form has enabled an increase in staff recruitment.
32. The curriculum for Years 7-9 is broad and balanced. All pupils have access to an information and communication technology skills course, and drama has been extended into Year 8. The school plans to extend drama provision into Year 7 next year. Information technology is an integral part of the curriculum and is taught as a discrete subject as well as in all subject areas. Pupils are organised into three broad bands of ability in Key Stage 3 and are set according to their ability in order to enable progress to be matched to ability. The lower ability classes are smaller in size and have two teachers present to assist for most lessons.

33. At Key Stage 4, all pupils take a common core of subjects comprising English, mathematics, science, technology, modern foreign languages, religious education, personal, social and health education (PSHE), and physical education. They can choose additional subjects from option blocks. Throughout, pupils are encouraged to develop and utilise their technological skills. Some 40 pupils are disapplied from modern foreign languages in Year 10 to study either a new GNVQ 'On Line' course or attend a local college of further education for courses in motor vehicle studies, electronics, engineering and electrical installation.
34. In the sixth form, provision is shared with a local girls' Catholic school. The school is endeavouring to introduce Curriculum 2000 and pupils can choose from a range of courses including A and AS-level subjects as well as GNVQ courses. Over 23 different A/AS-level courses are offered, as well as four GNVQ courses at intermediate level and three at advanced level. Pupils are required to study a minimum of four AS levels, including general studies.
35. Careers and vocational guidance are offered through the well-planned personal, social and health education programme. In 1999, the school was awarded Newham's Careers Education and Guidance Quality Award. Citizenship is being piloted in Year 10 and other year groups. Additionally the school has useful business links, particularly with its sponsors.
36. Provision for pupils with special educational needs is well developed. There has been an increase in numbers of staff, who focus mainly on in-class support. Pupils are identified early and are encouraged to attend the 'Extended Learning Club' that operates at lunch times or after school. Under the 'Excellence in the Cities' (EIC) initiative, a learning support unit has been developed to provide for disaffected pupils. Pupils have individual timetables and programmes of work. The aim is to reintegrate these pupils into the mainstream school as soon as possible and in this it is largely successful.
37. The learning support department assesses pupils whose first language is not English in numeracy and literacy. A specialist supports them and they are integrated well into the school. Pupils are allocated a 'helper' in their form and are encouraged to participate in lessons as much as possible. They have full access to the National Curriculum.
38. The school has identified some 120 pupils under the EIC 'Gifted and Talented' initiative. They receive good structured and organised support which includes mentoring. Co-ordinators have been appointed for each key stage who work with a member of the senior management team to ensure that work is matched to ability in lessons. They organise enrichment programmes through the academic year. Provision is made for pupils in Key Stage 3 to enable them to access the higher levels of the National Curriculum tests. In Key Stage 4, pupils can study additional separate sciences. They have extra lessons and on Saturday mornings. The school provides good opportunities through learning and discovery weekends away, and activities aimed at challenging and stimulating pupils to reach their full potential. The impact of this provision is noticeable in the current examination and test results.
39. Homework is set regularly and is seen as essential support for work done at school.
40. Extra-curricular opportunities are wide ranging and extend throughout the school. They include homework, chess, debating, music, drama, computer and reading, as well as numerous sporting activities. Pupils are encouraged to take part in local and national

competitions such as the Science and Technology Quiz for Schools, the Royal Mail letter writing competition, media and writing competitions and Young Enterprise. There are numerous educational trips and visits for all year groups, including foreign exchanges to France and Germany. Pupils also take advantage of the Europa Village in Upminster, Essex to increase their linguistic skills. Levels of participation are high and the curriculum is greatly enriched by this area of school life. At the end of the school year, the normal timetable is suspended: pupils take part in an activity week and an additional literacy and technology week where they have further opportunity to develop skills and participate in activities not possible during school hours.

41. The provision for pupils' personal development is very good. Provision for spiritual, moral, social and cultural development is excellent overall. The school continues to promote a strong and coherent set of Christian values and beliefs which are clearly expressed in the PSHE course and in the provision of pastoral care. Pupils have good opportunities to experience aspects of spiritual development both before and during their lessons: prayers are said in assemblies and several subjects integrate spiritual aspects in their curriculum. Pupils confront and explore views of a spiritual nature in science; for example relating to life cycles or the formation and properties of DNA. They have time for reflection and exploration of their feelings in music. Opportunities for reflection occur in the sex education programme. Pupils show respect for each other and an understanding of other faiths.
42. The school makes clear its expectations of how pupils and staff should act and behave towards each other through its documentation; in particular in its mission statement and policies. The staff provide very good role models; they show respect for pupils, who generally respond positively. The very good rapport between teachers and between pupils is particularly noticeable in sixth form biology, chemistry, physics and science lessons. Pupils understand what is expected of them. They are polite and helpful to visitors. There are few incidents of misbehaviour; pupils understand and accept the school's system of sanctions. The special educational needs department provides good structured support for pupils with behavioural difficulties.
43. Provision for pupils' social development is excellent. As at the time of the last inspection, it is clear that St Bonaventure's is a racially harmonious school. The pupils' cultural diversity is recognised and celebrated in their achievements. There is a caring and positive learning atmosphere. Pupils work well together in lessons, sharing ideas and the results of experiments in science and practical lessons. They cheerfully answer visitors' questions. Residential field trips contribute to their social development as well as help to advance their understanding of science.
44. There are many opportunities for pupils to develop their own initiatives. Prefects accept their responsibilities with a strong sense of commitment. Pupils voluntarily join the many learning clubs. They organise their own learning, for example undertaking research for project work in design and technology, and in physical education they teach one another. Pupils are active in the paired reading scheme and older pupils help younger ones. In lessons and in clubs such as the justice and peace group there are good opportunities for speaking, reading and presentations.
45. The last report mentioned that pupils had some opportunities to broaden and extend their cultural interests in extra-curricular activities, but this was within a relatively narrow range. The school has focused on and has successfully widened such opportunities for cultural enrichment. Many visits are made to museums, theatres and galleries. School productions and foreign exchanges are organised. Numerous activities are provided within English, music, art, and drama to raise pupils' cultural awareness. In English for example, Year 9 pupils teamed up with the Theatre Royal Stratford and took

part in a playwriting session. In music, there is a school choir, a string orchestra, many different bands and a very successful gospel choir. The school has also worked with the English National Opera, and music makes an important contribution to the liturgical life of the school. In art, there are artists in residence and pupils are involved in local community projects and exhibitions.

The school promotes excellent standards of behaviour and attendance; the personal development of pupils and relationships in the school are excellent.

46. The school promotes excellent standards of behaviour. As a Catholic school, the entire philosophy of the school rests upon Christian values and experience. The mission statement, to endeavour to be a community, where individuals grow spiritually, academically and socially, influences the life of the school. The development of pupils' values and attitudes is central to the school's philosophy. Pupils said how proud they were to be at the school. A great emphasis is placed on self-discipline and consideration for others. All parents have signed the home-school agreement. There is an effective structured reward system that is valued by the pupils. The behaviour of pupils is excellent both in and out of lessons and strongly contributes to standards achieved. The pupils are very aware that teachers have high expectations of them and are clear about the rules of the school. Teachers know the pupils well and praise their efforts and achievements. There have been 21 fixed period exclusions, mostly involving the same pupils, and no permanent exclusions from school. There is a clear anti-bullying policy. In discussions, pupils said that, although some instances occurred, bullying was dealt with speedily and fairly. The PSHE programme, assemblies and drama focus on inter-personal behaviour issues such as bullying. Good procedures are in place to monitor and manage behaviour.
47. Regular attendance, punctuality, and the prompt production of homework are expected of pupils, and parents are asked to help in ensuring that a routine is established. The attendance rate at the school in the 1998/9 academic year was well above the national average. The rate of unauthorised absence at the school, in the same year, was below the national average. This has a positive impact on progress and attainment at the school. Punctuality is good throughout the school. Expansion of the sixth form has allowed the appointment of additional senior tutors with specific responsibilities for attendance, tutor work and punctuality, which was an issue at the time of the last inspection. Punctuality to lessons in the sixth form has improved as a result of the closer monitoring by the sixth form management team. The prospectus clearly sets out the school's expectations on attendance and there is a detailed attendance policy. Appropriate procedures to promote good attendance are in place and there are clear strategies for dealing with absence and lateness. Problems of attendance are noted and are followed up by pastoral staff. Registers are monitored on a regular basis. The school complies with legal requirements.

48. The personal development of pupils and relationships in the school are excellent. All pupils are integrated very well and behave in a civilised manner. The pastoral system is strong, combined with very high levels of care. All staff are expected to support and foster the pupils' personal development through their interaction with them. The form tutor and head of year play a vital role in tracking pupils' personal development. The school has very good and well-structured pastoral procedures which are operated through the form tutor and head of year under the direction of an assistant headteacher. The PSHE programme, which is taught in all year groups, provides strong support for pupils' personal development.
49. Assessment procedures and practices have moved forward substantially since the last inspection. St Bonaventure's operates a rigorous target-setting procedure. A central record of attainment is in place for each pupil that initially uses the information from Key Stage 2. Regular assessment information is added, providing a comprehensive and well used profile for each student. The testing and tracking of pupils and target setting are central and essential parts of the monitoring process. All are well established. The school encourages pupils to be involved in their own target setting, which is a key factor in raising achievement. Pupils are directly involved in identifying areas of strengths and weaknesses. Teachers target appropriate areas with the pupils where improvement needs to take place. They are focused on their work and target grades and review progress. Pupils are selected by their form tutors for regular interviews to discuss their progress and negotiate targets with them after discussion. The targets are then centrally recorded and are shared with relevant staff. The Excellence in the Cities initiative has provided significant additional funds for mentoring, provision for disaffected pupils and gifted and talented pupils. Learning mentors have recently been appointed for Key Stages 3 and 4. They meet regularly to support the work of underachieving pupils through study support sessions. They work effectively with these pupils and also organise after-school study support sessions which are a strong feature of the school. A learning support unit has been set up with newly-appointed staff. It accommodates between five and seven pupils with individual timetables and programmes of work. Pupils are very well supported. Monitoring, target setting and review are central to the process of raising pupil achievement and motivation. Parent and mentor contact are well established and are seen to be essential to the success of the process. Currently 15 boys in Key Stage 3 are being mentored and 17 pupils in Key Stage 4 are part of a group identified in the central record of achievement as likely to achieve grades C or D at GCSE.
50. Additional programmes that enrich and extend pupils' lessons are provided in the Summer schools' programme for pupils joining the school and in master classes in all specialist subject areas. In Year 11, revision classes are offered in all specialist areas during evening, weekend and holiday programmes. Some 60 pupils in mathematics, science and technology and information and communication technology have been identified for involvement in the 'Gifted and Talented' programme. About 50 pupils attend homework clubs with negotiated home/school agreements. Pupils are also able to have breakfast at the school, which is also considering providing refreshments for those attending classes after school. The school has well developed links with sponsor industries and businesses.
51. During the inspection, there were several occasions when pupils readily praised each other's work. They readily share their ideas and evaluate each other's work sensitively. In a Year 10 information and communication technology lesson, using spreadsheets, pupils were highly motivated and shared their skills and understanding well, learning from each other. In a Year 11 PSHE lesson on identifying key skills in the work place,

pupils readily discussed their strengths and weaknesses. They were very focused on their work, showing an increasing capacity for independence. They were very clear about the importance of learning.

52. Pupils' attitude to learning is a strength. They are eager to learn and concentrate, and enjoy and sustain learning. They gain in confidence and self-assurance as they progress through the school. In a Year 12 information and communication technology lesson, discussion was informed and pupils were stimulated by the challenges and activities presented to them. In the resulting class presentation they communicated their thoughts well. Pupils have numerous planned opportunities to take on extra responsibilities. A large number of boys in Year 11 are school prefects and support staff in a variety of ways. The prefect system is effective and popular amongst pupils and the prefects enjoy real responsibility. Older pupils assist younger ones by regularly hearing them read and are also attached to classes in a pastoral capacity.

WHAT COULD BE IMPROVED

The number of higher grade passes at A level.

53. Overall, school results for the year 2000 show an upward trend at all levels. The school's analysis of the A/AS-level examination results indicates value added. Some subjects, however, are less successful at A level, in terms of the point score and value-added measures. The school is aware that there is an element of under-performance at the top end of the ability range and recognises that it must continue to address the quality of teaching and learning as a high priority. Most of the boys who underachieved took subjects that the school recognises as under-performing, namely history, government and politics and geography. Additionally, information and communication technology, religious education and design and technology also under performed in 2000, but showed some improvement since 1999.
54. The school is aware that in some subjects boys seem to be doing worse than the girls at A Level. Analysis indicates that several of the underachieving boys had been mentored regularly but still had attendance and effort problems, although coursework is generally a strong feature. The school should continue to work to improve the performance of boys.
55. As a result of this under-performance, the school has reviewed its entry procedures to examinations and intervention will be earlier where pupils are failing to meet their target minimum. Higher-attaining boys overall did not achieve their target minimum A-level grades. The school has identified this problem and has clear action to address it. The school already has an effective mentoring scheme in place. However it plans to improve it further. Mentoring by staff will be more rigorous, to improve motivation, effort and expectations. Master classes already available will be extended. The study support programme will continue to be provided to improve the number of A and B grades. Extra subject tutoring will be extended for pupils in one-to-one or very small groups. The school also proposes closer monitoring of those pupils not achieving the target minimum grade. Previously the focus had been on those failing to pass.
56. The school has identified that those who failed to pass at A Level or had lower scores had problems with reading and understanding questions and writing coherent answers. The school proposes to provide extra support classes for literacy, in liaison with curriculum support, and for the teaching of key skills. The school is also aware that higher-attaining pupils are not consistently achieving the very best grades for entry to Oxford and Cambridge and other leading universities.

Teaching of numeracy within mathematics and across the curriculum.

57. Although targeted in the school development plan, as part of a structured programme, the school has not yet addressed the teaching of numeracy within mathematics and across the curriculum. A start has been made in Year 7 in mathematics but there is no structured approach in other year groups. A link governor has been proposed but not yet appointed. The school plans to prepare a numeracy policy and expand staffing in terms of numeracy support. Some training of staff has taken place and extra staff are provided in some mathematics lessons. Currently, opportunities to teach and develop numeracy skills are missed. The lack of a whole school approach for developing numeracy skills across the curriculum means that teaching is not sufficiently well focused on this aspect of provision.

Accommodation.

58. Improvements to the environment at the school have been substantial since the last inspection. A new technology block has been built and the old St Anthony's building has recently been gutted and refurbished. Major improvements have also been made to the science, music and drama areas of the school. The school's bid for a £1.2 million major works programme to provide four new classrooms, two additional science laboratories, a new kitchen and dining room together with a sixth form study and recreational area has been successful and building will commence in September 2001.
59. With the increasing pupil roll the school has reached its optimum size given its current facilities. Conditions are currently cramped in science laboratories, design and technology open-plan workshops, art and design studios and in the sixth form. At changes of lessons, break, lunch and home times pupil mobility around the school is constrained in some corridors. Pupils move about in an orderly way and they are supervised well. Although a one-way system is in place there is considerable congestion. The playgrounds are also very crowded and it is only because of the tolerance of pupils that the situation is not worse.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER ?

60. The school should now:
- (1) Improve the higher grades at A level by:
- closer monitoring and earlier intervention where pupils are failing to meet their target minimum;
 - extending and refining the mentoring scheme to improve further pupils' motivation, effort and expectations;
 - extending the Master classes and providing extra subject tutoring, targeting those pupils expected to gain A and B grades.
- (Paragraphs 53 – 56)

- (2) Fully implement the teaching of numeracy within mathematics and across the curriculum by:
- promoting a whole-school numeracy strategy and raising boys' numeracy standards;
 - including numeracy issues in department action plans;
 - developing a whole school approach to improve teaching and learning of numeracy.
(Paragraph 57)
- (3) Improve accommodation by:
- proceeding with the planned £1.2 million major works' programme to provide new classrooms, additional science laboratories, and a sixth form study area.
(Paragraphs 58, 59)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	36	36	19	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– Y13
Number of pupils on the school's roll	1198
Number of full-time pupils eligible for free school meals	270

Special educational needs	Y7– Y13
Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	340

English as an additional language	No of pupils
Number of pupils with English as an additional language	260

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence	%
School data	5.6
National comparative data	7.9

Unauthorised absence	%
School data	0.5
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
	2000 (1999)	189 (187)	0 0	189 (187)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	119 (135)	136 (131)	119 (124)
	Girls	0	0	0
	Total	119 (135)	136 (131)	119 (124)
Percentage of pupils at NC level 5 or above	School	63 (72)	72 (70)	63 (66)
	National	63 (63)	65 (62)	59 (55)

Percentage of pupils at NC level 6 or above	School	15 (42)	50 (39)	32 (30)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	115 (125)	145 (142)	126 (117)
	Girls	0	0	0
	Total	115 (125)	145 (142)	126 (117)
Percentage of pupils at NC level 5 or above	School	61 (67)	77 (76)	67 (63)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	20 (37)	47 (39)	35 (27)
	National	31 (31)	39 (37)	29 (38)

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
	2000	161	0	161
	(1999)	(167)	0	(167)

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	100 (106)	158 (163)	161 (163)
	Girls	0	0	0
	Total	100 (106)	158 (163)	161 (163)
Percentage of pupils achieving the standard specified	School	62 (63)	98 (97)	100 (97)
	National	49 (47)	89 (89)	96 (94)

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

GCSE results		GCSE point score
Average point score per pupil	School	46 (45)
	National	38 (38)

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

Attainment at the end of the sixth form

Number of pupils aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	71	0	71
	(1999)	(68)	0	(68)

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	17.4 (14.0)	n/a	17.4 (14.0)	2.3 (2.0)	n/a	2.3 (2.0)
National	(17.7)	n/a	(17.9)	(2.7)	n/a	(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 pupils who achieved all those they studied	School	20 (12)	80 (100)
	National		n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	160
Black – African heritage	211
Black – other	29
Indian	113
Pakistani	26
Bangladeshi	13
Chinese	10
White	357
Any other minority ethnic group	244

Teachers and classes

Qualified teachers and classes: Y7 – 13

Total number of qualified teachers (FTE)	77.6
Number of pupils per qualified teacher	15.4:1

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	9
Total aggregate hours worked per week	218

Deployment of teachers: Y7 –Y13

Percentage of time teachers spend in contact with classes	71.1
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Average teaching group size: Y7 – Y13

Key Stage 3	23.3
Key Stage 4	19.9
Sixth form	19.0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	
Black – African heritage	4	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	5	0

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

Financial information

Financial year	1999
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	£
Total income	3233540
Total expenditure	3173563
Expenditure per pupil	2727
Balance brought forward from previous year	219545
Balance carried forward to next year	279522

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1198
Number of questionnaires returned	312

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	1	0
My child is making good progress in school.	61	35	2	1	1
Behaviour in the school is good.	54	42	3	0	1
My child gets the right amount of work to do at home.	48	41	7	2	2
The teaching is good.	61	36	1	0	2
I am kept well informed about how my child is getting on.	46	37	10	2	5
I would feel comfortable about approaching the school with questions or a problem.	63	29	4	1	3
The school expects my child to work hard and achieve his or her best.	79	20	1	0	0
The school works closely with parents.	42	46	6	1	4
The school is well led and managed.	70	27	1	0	2
The school is helping my child become mature and responsible.	63	33	3	0	1
The school provides an interesting range of activities outside lessons.	46	38	5	1	10

Other issues raised by parents

No other significant issues were raised by parents.