

# INSPECTION REPORT

## **QUEEN ELIZABETH SCHOOL**

Kirkby Lonsdale, Carnforth, Lancashire

LEA area: Cumbria

Unique reference number: 112438

Headteacher: Mr C Clarke

Reporting inspector: Alan Haigh  
2630

Dates of inspection: 19 - 21 September 2000

Inspection number: 223885

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
School address:	Kirkby Lonsdale Carnforth Lancashire
Postcode:	LA6 2HJ
Telephone number:	015242 71275
Fax number:	015242 72863
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ty J Power
Date of previous inspection:	21 - 25 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Alan Haigh	Registered inspector
Dawn Lloyd	Lay inspector
Tony Barringer	Team inspector
Brian Downes	Team inspector
Brian Greasley	Team inspector
John Seed	Team inspector

The inspection contractor was:

Peak Education Partnership  
19 Huddersfield Road  
Barnsley  
South Yorkshire

S70 2LT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a larger than average rural comprehensive school, catering for 1124 boys and girls aged 11 to 18. It is located in a very attractive site, on the edge of Kirkby Lonsdale, a small market town. There are slightly fewer girls than boys. The school dates from 1591 and was a grammar school until 1978. The school, which has Foundation School status, has 200 more pupils than when last inspected in 1997. More than 99 per cent of pupils are white. About five per cent of pupils are entitled to free school meals, a figure that is well below the national average. Pupils come to the school from about 40 primary schools, some travelling 20 miles. Although the attainment of pupils coming to the school is comprehensive, a small proportion of high ability 11-year-olds goes to grammar schools in Lancaster. However, the level of attainment at entry is a little above average. About 10 per cent of pupils have special educational needs and this is below average; two per cent have statements of special educational needs, a figure in line with the national average.

### **HOW GOOD THE SCHOOL IS**

Queen Elizabeth School continues to be a very effective and well run school with standards that are well above the national average at the end of both Key Stage 3 and Key Stage 4 and above average in the sixth form. The quality of teaching is very good. Leadership and management are of the highest order and the school provides excellent value for money.

#### **What the school does well**

- Results in the national tests taken by 14-year-olds and the GCSE results for 16-year-olds are very high in relation to the national averages. The science GCSE results are outstanding. The A-level results are above average.
- Pupils' attitudes to school and their behaviour are excellent resulting in very good progress in most lessons. Their respect for adults, each other and their environment facilitates high standards of learning.
- The quality of teaching is very good overall with many lessons capturing pupils' imagination.
- The support arrangements for pupils with special educational needs are particularly effective with high quality teaching and close monitoring ensuring that these pupils make rapid progress.
- The school's provision for the pupils' social development is excellent, supported by a wide range of high quality extra-curricular opportunities and a stimulating external environment.
- Relationships at all levels are of a very high order, reflecting mutual respect between pupils and teachers and the close knowledge teachers have of pupils.
- The management of the school is first class, with excellent leadership provided by the head who receives very strong support from senior colleagues and governors.

#### **What could be improved**

- Although above average, the GCSE results in mathematics, especially for the higher attainers, are not as good as they should be.
- The time for religious education for most pupils at Key Stage 4 and in the sixth form is insufficient. The statutory requirements for collective worship are not met.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and has made significant progress since then, starting from a high base. Examination results at all levels have risen and teaching is even better. Although not all pupils have sufficient time to cover the requirements of the Agreed Syllabus in religious education, there are now two GCSE and two A-level groups following this subject and the quality of religious education provision has improved markedly. The library resources have improved significantly. There is much better provision for information technology and this now is in line with the national picture for similar schools. Access to information technology is generally good but most subjects need to incorporate it more into their work. The statutory requirements for collective worship are still not met.

## 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				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	A	A	A	A	well above average A above average B average C below average D well below average E
A-levels/AS-levels	B	A	B		

The results in the national tests taken by all 14-year-olds in 1999 in English, mathematics and science were well above the national average in comparison with all schools and very high in comparison with similar school (as defined by the proportion of pupils entitled to free school meals). This places the school in the top five per cent of its category. The results in these three subjects improved further in 2000. The upward trend in these results is broadly in line with national improvements. Teachers' assessments, at this stage, in design and technology, geography, history, information technology and modern foreign languages indicate that pupils attain far higher standards than those seen nationally. The GCSE results were well above the national average in 1999. In that year, 73 per cent of pupils obtained five or more passes with grades A\*-C and in 2000 the proportion with this achievement rose to 83 per cent, significantly exceeding the school's target of 75 per cent. In 1999 the proportion of pupils gaining five or more GCSE grades A\*-G was above 99 per cent (a figure replicated in 2000) and this places the school in the top five per cent of its type. The upward trend in the school's average total GCSE points score was greater than the national trend. The A-level results were above the national average in 1999 and improved in 2000. Based on the last four years' A-level results, the average points score per pupil was well above the national average.

In the work seen during the inspection, standards attained by the pupils were normally above and often well above the national expectation. This work reflects the recent high standards of examination results. There are no weak subjects. Pupils' literacy and numeracy skills are above average and their oral skills are particularly high. Most speak confidently and clearly justifying views and opinions

maturely. Standard English is used extensively. The vast majority achieve well and make significant progress from Year 7 to the time they leave school. Pupils with special educational needs make particularly good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They are proud of their school and participate fully and enthusiastically in the wide range of activities.
Behaviour, in and out of classrooms	This is of the highest standard. Pupils are courteous and trustworthy and show a great amount of respect for others and for their environment.
Personal development and relationships	These are excellent. Pupils are mature, considerate and confident. The exceptionally good relationships are based on mutual trust and respect between pupils and teachers and amongst pupils.
Attendance	This is very good, bearing in mind the wide catchment area; figures are well above the national average. There is little unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 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 overall quality of teaching is very good with little variation across year groups. All lessons were satisfactory or better, 85 per cent good or better and 44 per cent very good or better. Pupils expect to learn and are keen to do well. Teaching of English and science is very good; that of mathematics is good. Teachers' knowledge of their subjects is very strong. Expectations are high and teachers' thorough knowledge of the pupils - most knew all the pupils by name at the start of the third week of term - ensures that progress is rapid. The pace of some mathematics lessons is not brisk enough. Thorough planning often results in effective learning, with stimulating and challenging tasks capturing the pupils' interest and sustaining their concentration. All teachers manage pupils well and make very good use of support staff. The teaching of pupils with special educational needs is particularly effective because the staff diagnose pupils' problems meticulously and pay great attention to even the smallest detail. This is demonstrated amply by the outstanding progress most of these pupils make.

Literacy is taught well resulting in pupils who are articulate and confident. Pupils have a secure grasp of number and apply the basic skills successfully across the curriculum. The use of information technology is not widespread enough yet. The quality of learning is very good at all stages. The vast majority of pupils acquire the expected skills and knowledge with a good level of understanding. They



apply themselves to their tasks with commitment, succeeding in their intellectual, creative and physical efforts. Their enjoyment of school and appreciation of teachers' efforts are very clear.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are good. The full National Curriculum is taught at Key Stages 3 and 4 and the sixth form curriculum offers a good range of 22 subjects. The extra-curricular provision is particularly wide and strong. There is too little time for religious education at Key Stage 4 and in the sixth form for some pupils.
Provision for pupils with special educational needs	This is exceptionally good. Individual needs are assessed carefully and sensitively and these are met with great skill and success.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The high quality of relationships coupled with the ethos and very pleasant environment result in a good provision for pupils' spiritual development. The school is very successful in promoting the principles distinguishing right from wrong and provision for the pupils' moral development is very good. The provision for pupils' social development is excellent resulting in rounded and confident youngsters. The school makes very good provision for pupils' cultural development through the arts and the many extra-curricular activities.
How well the school cares for its pupils	The school cares very well for its pupils. The environment is very attractive. Procedures for child protection are clear. The tutorial system is very effective in monitoring pupils' progress. Bullying is not a problem.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is outstanding with a committed, hard working and enthusiastic headteacher very ably supported by senior colleagues. Staff work very well as a team with a shared commitment to continuing improvement.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities with sensitivity and thoroughness, with their monitoring role developing well.
The school's evaluation of its performance	This is particularly good with clearly understood and effective processes in place. Strengths are developed, weaknesses addressed.
The strategic use of	This is very good with particularly good attention being paid to the

resources	quality of the learning environment in and out of school. Funding is used very effectively and the principles of best value are applied consistently and assiduously.
-----------	---

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects their children to work hard and results are very good.</li> <li>• The school is well managed and led and is improving.</li> <li>• Their children like the school.</li> <li>• The teaching is good and staff have a thorough knowledge of their children.</li> <li>• Pupils behave well.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority would like more information about their child's progress.</li> <li>• A small minority feel the school could work more closely with them.</li> <li>• Several are concerned about the poor storage arrangements for pupils' bags.</li> </ul>

The inspectors' judgements fully endorse the positive points raised by parents. The school provides regular information on pupils' progress in addition to the annual reports. The school works closely with parents. The concern about bags is shared by the senior staff and has occupied much of their time but no suitable solution has been found.

## **PART B: COMMENTARY**

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

**Results in the national tests taken by 14-year-olds and the GCSE results for 16-year-olds are very high in relation to the national averages. The science GCSE results are outstanding. The A-level results are above average.**

1. The results in the national tests taken by all 14-year-olds in 1999 in English, mathematics and science were well above the national average in comparison with all schools and very high in comparison with similar school (as defined by the proportion of pupils entitled to free school meals). This places the school in the top five per cent of its category. Well over 80 per cent of all pupils reached at least level 5 in each of these three subjects, whereas the national figures are around 60 per cent. Around 50 per cent reached level 6 or better against national figures of about 30 per cent. The results in these three subjects improved in 2000 with about 90 per cent at level 5 or above and 60 per cent at level 6 or higher in mathematics and science.
2. The upward trend in these results is broadly in line with national improvements. Girls do better than boys but the gap is no wider than the national gap. Teachers' assessments, at this stage, in design and technology, geography, history, information technology and modern foreign languages indicate that pupils attain far higher standards than those seen nationally.
3. The GCSE results were well above the national average in 1999. In that year, 73 per cent of pupils obtained five or more passes with grades A\*-C and in 2000 the proportion with this achievement rose to 83 per cent, significantly exceeding the school's target of 75 per cent. In 1999 the proportion of pupils awarded five or more GCSE grades A\*-G was above 99 per cent (a figure replicated in 2000) and this places the school in the top five per cent of its type.
4. The upward trend in the school's average total GCSE points score was greater than the national trend from 1996 to 1999. The upward trend accelerated in 2000. Results in all subjects in 1999 were at least as good as the national average and in most they were significantly above this. Most subjects improved further in 2000.
5. In 1999 73 per cent of pupils achieved grades A\*-C in English and all achieved at least a grade G. The national rate for grades A\*-C was 55 per cent. In 2000 the A\*-C rate increased to 85 per cent. The 1999 figures for mathematics were 58 per cent grades A\*-C and 98 per cent at grade G or better; the national rate for grade A\*-C was 46 per cent. The figure for A\*-C in 2000 was 59 per cent but no pupils were awarded A\* passes. In 1999 75 per cent obtained at least a grade C in science against a national figure of 48 per cent. All pupils obtained at least a grade G in that subject. This year's figure increased to 86 per cent with 44 grade A\*s being achieved.
6. The A-level results were above the national average in 1999 and improved in 2000. Based on the last four years' A-level results, the average points score per pupil was well above the national average. The 2000 points score of 21.5 was the highest in recent years. About 40 per cent of all grades were A or B and the pass rate was 92 per cent. The strongest subjects were art, biology, French, mathematics, music and physics and pupils also did well in English literature.

7. In the work seen during the inspection, standards attained by the pupils were normally above and often well above the national expectation. This work reflects the recent high standards of examination results. There are no weak subjects. Pupils' literacy and numeracy skills are above average and their oral skills are particularly high. Most speak confidently and clearly justifying views and opinions maturely. Standard English is used extensively. The vast majority achieve well and make significant progress from Year 7 to the time they leave school. Pupils with special educational needs make particularly good progress.
8. The levels of attainment at entry to the school are a little above average. By the end of Year 9 attainment is very much above the national average and this high rate of progress is maintained up to the age of 16. Progress is maintained in the sixth form.

**Pupils' attitudes to school and their behaviour are excellent resulting in very good progress in most lessons. Their respect for adults, each other and their environment facilitates high standards of learning.**

9. Pupils have a very positive attitude towards learning. They realise fully the value of education and maximise their progress by their own efforts. The behaviour in most lessons and around the school is excellent. Nineteen pupils were excluded for fixed periods last year (16 boys and three girls) and three boys were permanently excluded. These figures are below average for the type and size of school. Pupils respect their teachers and get on well together. They respect the environment and there is no vandalism. There is virtually no litter on the entire site.
10. The excellent quality of relationships arises from the dedicated work of teachers who show a thorough knowledge of and care for the pupils. The stimulating external environment encourages pupils' curiosity, facilitates socialising and ensures enjoyment of school. These factors contribute to the personal development of pupils. They willingly take initiatives and responsibility. An example of these is the very successful charity fund-raising efforts in school.
11. Pupils are very confident but still show respect to adults. A group conducted a very successful assembly with little guidance from teachers. The teachers' generous, but appropriate, use of praise boosts pupils' confidence and enhances progress, as seen in a Year 11 mathematics lesson on trigonometry, where pupils' efforts were unstinting. In a Year 9 science lesson on particle theory, pupils showed a very high level of attention and interest and made outstanding progress. In a successful Year 7 English lesson on an autobiographical theme, the stimulating approach engaged all pupils who listened attentively and responded actively, progressing well in their grasp of poetry.

**The quality of teaching is very good overall with many lessons capturing pupils' imagination.**

12. The overall quality of teaching is very good with little variation across different year groups or subjects. It has improved from the high level at the time of the last inspection. All lessons observed were satisfactory or better, 85 per cent good or better and 44 per cent very good or better. Pupils expect to learn and are keen to do well. Teaching in English and science is very good, some is excellent; that in mathematics is good and some is very good.
13. Teachers' knowledge of their subjects is very strong. The teacher's very thorough knowledge of the text in a Year 10 English lesson on the work of Steinbeck enabled the questioning to be penetrating and the pace of work to be brisk. Expectations are high and the teachers'

thorough knowledge of the pupils ensures that progress is rapid. In a Year 10 science lesson on the human respiratory system the teacher's very good knowledge of individual pupil's strengths and weaknesses resulted in cleverly targeted questioning. A Year 9 mathematics lesson on the angles of polygons was thoroughly prepared and the brisk pace and good oral work facilitated very good progress. The teacher's enthusiasm transferred to the pupils.

14. Thorough planning often results in effective learning, with stimulating and challenging tasks capturing the pupils' interest and sustaining their concentration. Skilled planning of a Year 9 French lesson with low attaining pupils enabled most to progress very well in their grasp of the use of adjectives. All teachers manage pupils well and make very good use of support staff. The very good control of the group and the excellent working relationship established in a Year 11 English lesson on ghost stories enabled very good learning. Pupils had acquired a good understanding of the genre and accurately recalled details from stories studied recently. The friendly and firm approach of the history teacher in a Year 9 lesson on The Black Hole of Calcutta resulted in very high standards of attainment and the pupils' appreciation of the use of historical terms and sources of information.
15. Literacy is taught well resulting in pupils who are articulate and confident. They have a secure grasp of number and apply these basic skills successfully across the curriculum. The use of information technology is not widespread enough yet. The quality of learning is very good at all stages. The vast majority of pupils acquire the expected skills and knowledge with a good level of understanding. They apply themselves to their tasks with commitment, succeeding in their intellectual, creative and physical efforts. Their enjoyment of school and appreciation of teachers' efforts are very clear.

**The support arrangements for pupils with special educational needs are particularly effective with high quality teaching and close monitoring ensuring that these pupils make rapid progress.**

16. The teaching of pupils with special educational needs is particularly effective because the staff diagnose pupils' problems meticulously and pay great attention to even the smallest detail. This is demonstrated amply by the outstanding progress most of these pupils make. In recent years virtually every pupil has achieved five or more GCSE passes, an outcome in no small measure due to the efforts of the special educational needs department.
17. A group of six Year 8 pupils learned about the use of full stops and capital letters. The teacher was very well organised and knew precisely what the individual needs of the group were. The lively session had a wide variety of tasks and learning was very good with pupils responding to the successful lesson in an exemplary way.
18. Teachers of pupils with special educational needs keep accurate and detailed records of the pupils' progress. The individual education plans, which indicate the learning programmes for the pupils, are constructed carefully, focusing on social, literary and other learning skills. These pupils are prepared very well for examinations.

**The school's provision for the pupils' social development is excellent, supported by a wide range of high quality extra-curricular opportunities and a stimulating external environment.**

19. The pupils like coming to school and speak with pride of their and its achievements. There are few social areas inside the building although sections of the school are identified as bases for year groups. The external environment is very conducive to social development. Attractive planted and landscaped areas surround benches and tables where pupils congregate at break times. The atmosphere is very civilised.
20. The general organisation of the school, the appropriate curriculum and the wide range of extra-curricular activities contribute well to pupils' social development. Pupils are kept busy, encouraged to participate in optional activities and rewarded with ample praise and much success. The school is consequently a very happy place with mature pupils interacting in a very positive way.
21. Pupils co-operate extensively in lessons and on the games field. They are thoughtful, aware of the needs of others and accept responsibility willingly. Examples include the high quality assemblies observed which relied little on staff input, and the large amount of fund-raising for charity. The excellent provision for pupils' social development results in rounded and confident youngsters.

**Relationships at all levels are of a very high order, reflecting mutual respect between pupils and teachers and the close knowledge teachers have of pupils.**

22. The teachers' knowledge of their pupils is thorough. Although pupils had been back at school for less than two weeks, staff knew their names well (even those of new pupils). More importantly, the teachers have a full grasp of pupils' strengths and weaknesses and use this information to maximise progress. Praise is used frequently but appropriately. Pupils respect their teachers, not out of fear but because they recognise how much the teachers do for them. The high quality of relationships at all levels results in a united sense of purpose and a cheerful community, always striving to improve.

**The management of the school is first class, with excellent leadership provided by the head who receives very strong support from senior colleagues and governors.**

23. The headteacher provides outstanding leadership and he and his senior colleagues work very effectively as a team. All senior staff work very hard making significant contributions to the school's many successes. The sense of direction is particularly clear with success building on success. There is no evidence of complacency and achievement is amply celebrated. Communications are very clear and decision-making is assured. The school is a happy place, staff are united and all strive for the same goals.
24. The governors are well informed and have a thorough grasp of what is happening in school. They have an appropriate level of involvement with a good balance of support and accountability. Their role is effective but not heavy-handed. They are good listeners and intervene when necessary. They fulfil their statutory role well but accept that there is insufficient time devoted to religious education at Key Stage 4 and in the sixth form. They also acknowledge that the requirements for collective worship are not met.

## **WHAT COULD BE IMPROVED**

**Although above average, the GCSE results in mathematics, especially for the higher attainers, are not as good as they should be.**

25. The results in the mathematics national tests taken by 14-year-olds were well above the national average in 1999 and improved further in 2000. The GCSE results in mathematics were significantly above the national average in 1999; however boys and girls did less well in this subject than in most of their other subjects at GCSE. The 2000 GCSE results were similar to those for 1999 but no pupils obtained an A\* grade.
26. The pace of some mathematics lessons could be brisker, especially in Year 7, where some pupils repeat work covered at primary school. The range of teaching approaches in mathematics is sometimes not wide enough. Pupils report that they feel they could be stretched more in mathematics; some parents supported this view. The schemes of work and arrangements for the assessment of pupils' learning are not sufficiently detailed and are now being rewritten. The pupils rely mainly on worksheets at Key Stage 4 and, in consequence, continuity of learning is sometimes adversely affected.

**The time for religious education for most pupils at Key Stage 4 and in the sixth is insufficient. The statutory requirements for collective worship are not met.**

27. There are more pupils studying religious education as a GCSE and A-level subject than at the time of the last inspection but pupils not following these courses have too little time to cover the requirements of the Agreed Syllabus for religious education. Assemblies cover a wide range of themes, many being of a religious nature. The quality of assemblies is very good. Assemblies rarely constitute or include an act of worship and the requirement that all pupils attend an act of collective worship every day is not met.

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

28.

- (1) Raise the standards of attainment in mathematics at GCSE even more, especially for the most able pupils by:
  - increasing teachers' expectations of what pupils can do in Years 7 to 11
  - ensuring pupils get off to a brisk start in Year 7 and do not repeat work already fully covered
  - improving schemes of work and assessment techniques so that all pupils are challenged appropriately, and
  - reducing the reliance on worksheets at Key Stage 4 and finding suitable textbooks.
  
- (2) Provide all pupils with sufficient time to cover the requirements of the religious education Agreed Syllabus at Key Stage 4 and in the sixth form and ensure that all pupils attend a daily act of collective worship.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	30

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	37	41	15	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y7 – Y11	Sixth form
Number of pupils on the school's roll	928	196
Number of full-time pupils eligible for free school meals	50	4

#### **Special educational needs**

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	22	0
Number of pupils on the school's special educational needs register	108	6

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **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	18

### *Attendance*

#### **Authorised absence**

	%
School data	5.0
National comparative data	7.9

#### **Unauthorised absence**

	%
School data	0.2
National comparative data	1.1

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### ***Attainment at the end of Key Stage 3***

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
		1999	95	75

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 5 and above	Boys	76	73	75
	Girls	74	67	71
	Total	150	140	146
Percentage of pupils at NC level 5 or above	School	88 (89)	82 (81)	86 (88)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	49 (59)	56 (58)	54 (49)
	National	28 (35)	38 (36)	23 (27)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 5 and above	Boys	59	68	74
	Girls	72	66	70
	Total	131	134	144
Percentage of pupils at NC level 5 or above	School	77 (90)	79 (85)	85 (87)
	National	64 (62)	64 (63)	60 (62)
Percentage of pupils at NC level 6 or above	School	34 (40)	33(56)	51 (58)
	National	31 (31)	37 (37)	28 (31)

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

### Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	84	71	155

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	55	82	82
	Girls	58	72	72
	Total	113	154	154
Percentage of pupils achieving the standard specified	School	73 (68)	99 (100)	99 (100)
	National	47 (46)	91 (88)	96 (93)

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

GCSE results		GCSE point score
Average point score per pupil	School	49 (51)
	National	38.0 (36.8)

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

### Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	40	35	75

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	17.3	20.7	18.9 (19.4)	N/A	N/A	N/A
National	17.7	18.1	17.9 (17.1)	2.7	2.8	2.8 (2.7)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	1119

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	19	3

Any other minority ethnic group	2
---------------------------------	---

Other minority ethnic groups	0	0
------------------------------	---	---

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7– Y13**

Total number of qualified teachers (FTE)	66.5
Number of pupils per qualified teacher	16.9

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	9
Total aggregate hours worked per week	293

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	80
---	----

#### **Average teaching group size: Y7 – Y11**

Key Stage 3	25
Key Stage 4	22

### ***Financial information***

Financial year	1999-2000
----------------	-----------

	£
Total income	2,630,562
Total expenditure	2,568,818
Expenditure per pupil	2431
Balance brought forward from previous year	165,240
Balance carried forward to next year	226,984

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

**Questionnaire return rate**

Number of questionnaires sent out	1120
Number of questionnaires returned	597

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	53	4	1	1
My child is making good progress in school.	42	49	3	1	5
Behaviour in the school is good.	41	52	2	0	5
My child gets the right amount of work to do at home.	26	58	9	1	6
The teaching is good.	44	50	1	0	4
I am kept well informed about how my child is getting on.	35	44	11	2	8
I would feel comfortable about approaching the school with questions or a problem.	56	37	4	1	2
The school expects my child to work hard and achieve his or her best.	64	34	2	0	1
The school works closely with parents.	35	46	11	1	7
The school is well led and managed.	57	37	2	0	3
The school is helping my child become mature and responsible.	47	43	3	0	7
The school provides an interesting range of activities outside lessons.	35	49	7	0	9