

INSPECTION REPORT

**Sheringham High School and Sixth Form
Centre**

Sheringham, Norfolk

LEA area: Norfolk

Unique reference number: 121214

Headteacher: Mr M Goodwin

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 11th – 13th December 2000

Inspection number: 223904

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Foundation

Age range of students: 11-18

Gender of students: Mixed

School address: Holt Road
Sheringham
Norfolk

Postcode: NR26 8ND

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Appropriate authority: The governing body

Name of chair of governors: Mr P Peal

Date of previous inspection: 5th December 1994

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sheringham High School and Sixth Form Centre is a mixed, comprehensive school lying on the outskirts of Sheringham. It became grant-maintained in September 1992 and adopted Foundation status in September 1999. It is smaller than other secondary schools with 809 students, of whom 415 are boys and 394 are girls. There are 135 students in the sixth form. The percentage of students identified as having special educational needs, at 16.7 per cent, is below the national average. The percentage of students with a statement of special educational needs, at 2.3 per cent, is broadly in line with the national average. The proportion of students eligible for free school meals, at 9 per cent is below the national average. There are very few students of ethnic minority origin and the percentage of students speaking English as an additional language, at 0.7 per cent is very low. Students are drawn from the town itself and the surrounding areas, with a considerable number coming from outside the normal catchment area. Students come from a wide range of backgrounds and social classes. Students joining the school represent the full range of attainment and their overall attainment is around average. However, a significant proportion of students comes to the school with low levels of literacy.

HOW GOOD THE SCHOOL IS

Sheringham High School is an effective school. Students are well supported in their studies and are well taught. They make good progress in their work and achieve satisfactory standards overall. Given the cost of educating each student, the standards achieved, the overall good quality of teaching and the good leadership and management, the school provides satisfactory value for money.

What the school does well

- The overall quality of teaching is good, particularly in art and modern foreign languages.
- Students' attitudes to learning are good.
- Relationships between students and particularly between staff and students are good.
- The school is well led by the headteacher, supported by a very effective governing body and by his senior colleagues.
- Resources are well used, in particular, the library resource centre and the information and communication technology facilities.

What could be improved

- Overall standards achieved by boys are not as high as those achieved by the girls.
- The strategies for the teaching of literacy and numeracy across the school are under-developed.
- Assessment is not always used effectively in lessons to identify with students how well they are doing and to show them how to improve.
- A significant proportion of the parents view the school unfavourably.

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

The school's strengths far outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1994. Since then it has improved satisfactorily. It has expanded to include a sixth form and has increased its numbers significantly. In response to the issues raised by the previous inspection, weaknesses in procedures for monitoring and evaluating school policies and practices have been satisfactorily addressed. Expenditure is now more closely linked to planning. Weaknesses in procedures for assessment and recording to ensure greater consistency across departments have not been fully addressed. The organisation and provision for students with special educational needs have been improved considerably. The overall quality of teaching, particularly the teaching of design and technology and physical education, has been much improved. The school day has been extended in line with national recommendations. The provision of religious education in Key Stage 4 now meets statutory requirements. Though the school provides some good opportunities for reflection, making some improvements since the last inspection, it does not fully comply with the

requirement for the provision of a daily act of collective worship for all students. The weaknesses in the programme of personal and social education, noted in the previous inspection, have been addressed effectively. Practices, policies and procedures relating to child protection all now meet requirements.

Since the last inspection, the school has had considerable success in the development of the sixth form. It has also done much to extend and enhance the provision of information and communication technology. The development of the library resource centre represents a considerable improvement in the provision and management of resources. The quality of accommodation has been significantly improved since the last inspection. The school has the will and the determination to improve further.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
GCSE examinations	B	B	B	C
A-levels/AS-levels	A	C	D	

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

The above table indicates that GCSE results in 2000 were above those obtained nationally and similar to the standards achieved by schools in the same circumstances. In the 2000 national tests for 14 year-olds, overall attainment was below average in English and science and in line with the national average in mathematics. Results at this age are broadly in line with those of schools in similar circumstances. The trend in the school' attainment levels for 14 and 16 year-olds was below the national trend. A level results have not shown a consistent trend: they fell below average in 2000. However, the 2000 results were consistent with the lower levels of attainment of these students when they joined the sixth form. The standards in the work of the current Year 13 students point to a restoration of satisfactory standards. There has been a good level of achievement in the vocational courses. Standards of literacy and numeracy, though satisfactory, are weakened by the lack of an overall policy. The school awaits the implementation of literacy and numeracy strategies.

In lessons and in work seen, satisfactory standards are achieved in all subjects. There are very good standards in art and modern foreign languages. The quality of teaching and the progress made in modern foreign languages are a strength of the school. Students with special educational needs and those for whom English is an additional language achieve well in relation to their levels of attainment on joining the school. Boys do not achieve as well as girls; the difference in attainments between boys and girls is considerably greater than that found nationally. The school sets appropriately challenging targets for all students and on the whole it meets them.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students take their work seriously and are eager to use to the full the opportunities for learning that are offered in lessons
Behaviour, in and out of classrooms	Most students behave well in lessons. However, there is a small minority who disrupt the learning of others. Behaviour in the dining hall, on the playground and in corridors is satisfactory.

Personal development and relationships	Students make good use of the opportunities that are provided for them to take responsibility. The quality of relationships between students and teachers in lessons is a strength of the school. Relationships between students are good.
Attendance	Satisfactory. The rate of unauthorised absence is average. The school has taken all possible measures to improve this.

Students are very positive about the school. They value what it offers and are happy here. They are attentive in lessons, arrive on time and settle down quickly to their work. They make good use of the opportunities provided for the exercise of responsibility and initiative.

TEACHING AND LEARNING

Teaching of students:	Aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good in both key stages and in the sixth form. Of the lessons seen, two per cent were outstanding, 28 per cent very good, 37 per cent good and 33 per cent satisfactory. None of the teaching seen was judged to be unsatisfactory. English, mathematics and science are well taught. There are particular strengths in the teaching of art and modern foreign languages. The teaching of literacy and numeracy across the school is weakened by the lack of a clear policy. However, the school has begun to address this; already, there are signs of some appropriate developments. Sufficient attention is not always given to the learning needs of the boys. Although the students with special educational needs are taught satisfactorily, not all the teachers have a sufficiently clear picture of these students' needs. Most students are good learners: they develop their skills and extend their knowledge at a good rate; they work at a good pace in lessons, showing a good level of concentration and persistence even when they experience difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers the full range of National Curriculum subjects. Extra-curricular provision is satisfactory and improving. The school does not yet meet the requirement for the provision of a daily act of collective worship.
Provision for students with special educational needs	Students with a statement of special educational need are supported satisfactorily. Other students on the special educational needs register are not always known to the teachers and in a few lessons the needs of these students are not well met.
Provision for students with English as an additional language	There are a few students for whom English is an additional language; most make the same progress as their peers.
Provision for students' personal, including spiritual, moral, social and cultural, development	Students are provided with good opportunities within the curriculum for the development of their moral awareness and their social skills. Whilst the provision for spiritual and cultural development is satisfactory, there are many missed opportunities for students to reflect on matters of belief or values and to learn about other cultures.
How well the school cares for its students	The personal support and guidance provided for students are satisfactory. Students are not always clear about their academic performance and how to improve. Procedures for monitoring behaviour are good. The procedures for child protection and for ensuring students' welfare are good.

Although the school works effectively with parents, a significant proportion of parents is dissatisfied with

the quality of the school's communications with them. The new headteacher is steadily building better relationships with parents and with the local community. Care is taken to ensure that the students are happy and secure. They are generally supported well in their studies. Assessment is not used well enough to help students understand how well they are progressing or how they might improve their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is beginning to establish himself and offer a clear direction to the work of the school. He is supported effectively by the deputy head and other senior staff.
How well the governors fulfil their responsibilities	The governors work very effectively with the school in the fulfilment of their statutory responsibilities. They are very aware of the school's needs.
The school's evaluation of its performance	The school's systems for the evaluation of its own performance are satisfactory and these are implemented consistently across the school.
The strategic use of resources	Resources are used well to support the long-term development of the school.

The support provided by the governors and the clarity with which they are led is a strength. They ensure that in matters of significant expenditure strong consideration is given to questions of value and cost.

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 progress their children are making • The fact that their children are expected to work hard • The approachability and friendliness of the school • The fact that the pupils are happy in the school 	<ul style="list-style-type: none"> • The setting and marking of homework • The quality of information made available to them about their children's progress • The way the school works with parents to support their children's learning • The behaviour of students • The range of extra-curricular activities

Inspection evidence confirms the parents' positive views. Inspectors think that homework is used well, but that there are inconsistencies in both setting and marking. They believe that the quality of information about progress is satisfactory but, in some cases, is not sufficiently clear. The school is insufficiently active in cultivating parents' involvement. The school does its best to manage students' behaviour positively, but there is a small minority of students who persistently misbehave. The range of extra-curricular provision is as good as most schools in similar circumstances, where many students are drawn from rural areas.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The overall quality of teaching is good.

1. Overall, the quality of teaching is good in both key stages and in the sixth form. Of the lessons seen, two per cent were outstanding, 28 per cent very good, 37 per cent good and 33 per cent satisfactory. None of the teaching seen was judged to be unsatisfactory. English, mathematics and science are well taught. There are particular strengths in the teaching of art and modern foreign languages.
2. In the very good and outstanding lessons, the teachers' knowledge of what they teach and a lightness of touch combined with clarity of purpose fires the imaginations of the students and engages their interest and effort. These characteristics lay at the heart of an outstanding German lesson in Year 8. The fluency and accuracy of the teacher's use of the language in this lesson and the quality of communication with individual students sustained a very lively pace. The students responded with infectious enthusiasm, using a wide range of simple phrases. They vied with one another for an opportunity to engage in the language activities. The range of these activities was such that real conversations were initiated and sustained: this was language teaching at its best. Similar strengths were revealed in the teaching of French. The enthusiastic engagement of the students in the lesson was also a marked feature of a Year 10 lesson in mathematics, when the teacher enlivened the lesson by engaging with individual learners, using effective questioning and encouraging the students to respect their own efforts. The good use of the students' ideas led to very good progress in a Year 9 English lesson. There was a relaxed atmosphere so that the students were confident in attempting to identify similes and metaphors. The students were at ease with their ideas, becoming increasingly confident in asking questions and seeking clarification when they felt unsure about the accuracy of their answers. Similar features strengthened a mathematics lesson in Year 13. The teacher, in this case, made the students very secure in their attempts to reach accurate solutions to problems. In all lessons in art, the quality of relationships between the students and the teacher created an atmosphere of mutual respect. where the students' imaginations were given free rein, with the consequence that work of great sensitivity and skill was produced by all the students, particularly in Year 10.
3. Some very good teaching of textiles in Year 7 was characterised by the teacher's strong knowledge of the subject. This led the students to a deepening awareness of the creative possibilities when working a sewing machine. Another strong feature of much teaching is the clarity of the teachers' explanations of key concepts. For example, this was evident in a Year 12 lesson in geography, analysing distribution and density maps. The students were quick to grasp the key concepts, extending their knowledge and understanding through some effective discussion and debate.
4. Lessons judged satisfactory were sometimes weakened by ineffective planning when the purposes of the lesson were blurred. As a consequence, the teacher was not in a strong position to guide individuals through their work. Occasionally, in these lessons, the higher-attaining students were given tasks that were too easy, or the lower-attaining students were left to struggle with tasks that they found too difficult. The pace of lessons was occasionally slowed in other lessons when there were no time limits set to tasks. In these cases, the students set themselves a modest pace to their work. A further feature of lessons judged satisfactory rather than good was the weak use of homework; in these cases what was set was not clearly geared to making a significant

contribution to the students' learning.

5. The quality of teaching leads to good learning in most lessons. Students are supported effectively in developing their skills and extending their knowledge at a good rate. They work at a fast pace, with concentration and persistence, even when they experience difficulties. They seek help when they need it, as they are assured that the teachers will give generously of their time to support them. They are eager to refine and improve their first efforts. This is evident, for instance, in English, when they are encouraged to use drafting and redrafting in order to improve the quality of their writing. In art, design and technology, music and physical education, teachers' emphasis on self-evaluation leads students to a good grasp as to how to improve and extend their work. The progress made by the higher-attaining students and by those with exceptional skills is good.

Students' attitudes to learning are good as relationships between students and particularly between staff and students are good.

6. Students take their work seriously and are eager to use to the full the opportunities for learning that are offered in lessons. Students recognise that they are valued and treated with respect. They are well motivated to succeed, enjoy challenges and are eager to demonstrate the standards they achieve in their work. The quality of teaching is reflected in the students' rapid acquisition of skills, knowledge and understanding. The enthusiasm of the teachers for their subject feeds the students' curiosity, stimulates their imagination and fires their enthusiasm. Students apply themselves to their work with increasing concentration and independence as they move through the school. They are placed in a strong position to take responsibility for their own learning by being encouraged to respect their own ideas and justify them. In general, they behave well, arrive on time to lessons and settle in quickly to their work. In lessons, they volunteer their ideas confidently, as they are accustomed to being encouraged to do so. They are good at practising and refining their first efforts in practical activities: this is a striking feature of art lessons. The teaching of art releases considerable creative energy. The school abounds with the fruits of the students' imaginative efforts. Displays of art around the school speak eloquently for the quality of artwork and the students' commitment to excellence.
7. The teachers work hard to include all the students and engage them fully in their work. Despite their best efforts there remains a small minority of disruptive and disaffected students who are easily distractible, setting their own pace to learning and failing to finish their work within the deadlines set.

The school is well led by the headteacher, supported by a very effective governing body.

8. The headteacher, supported by a senior management team with complementary skills, has skilfully harnessed the energies of the teachers. Though new to the post, he has built positively on the work of his predecessor. Systems of accountability and support are clear and effective. Heads of department have tended to work in relative isolation from one another. This shows itself in the unevenness in the implementation of some policies, particularly those related to literacy and numeracy. They are now beginning to work more closely with their colleagues. The governors work very effectively with the school and have now formed themselves into a team with a good range of skills. They take an active part in determining the school's priorities. Governors are provided with clear information through the provision of open access to all the school's papers and issues under discussion. This puts them in a strong position to exercise their

responsibility to hold the school to account for the educational standards achieved and the quality of education provided. They are very well led in doing this effectively.

9. Though there are strong informal systems of exchange, care is taken to hold regular meetings. All the staff have the opportunity to make a contribution to discussions on key decisions. Teachers receive good guidance on how to maintain high standards in their teaching. Support and monitoring of the curriculum are very good.
10. The school development plan is clearly focused on raising standards of attainment and on responding to the school's emerging needs. Feasible targets are set for development. These are based on a realistic judgement about what is possible. The current plan is skilfully constructed and rooted in a clear analysis of the school's immediate and more long-term needs. The school has created and sustained a good climate for learning, focusing clearly on students' standards of attainment. There is a culture of high expectations for behaviour, relationships and standards of attainment. The students respond very positively to this; they, in turn, have high expectations for what the school offers them. The school provides a happy and secure environment where all students are valued. This is supported by a consistent approach to positive behaviour management. The work of the school clearly reflects its aims. The clarity of leadership and the commitment and dedication of the staff ensure that the school provides what it promises: namely, an atmosphere where all students thrive.
11. Though the school has begun to do so, there has been little systematic analysis and response to the results of tests and examinations. However, the school builds on some key aspects of its previous experience. This is evident, for instance, in the development of the sixth form. The school has the capacity, the will and the drive to bring about further improvement, whilst celebrating what it has already achieved.

Resources are well used, in particular, the library resource centre and the information and communication technology facilities.

12. The school makes good use of its resources. For instance, the astute management of the sixth form has led to a good level of provision, without unduly straining the resources of the rest of the school. Senior managers are aware of costs in comparison with those of other schools. Careful management of resources in information and communication technology has led to increasing sophistication with which these resources are used. For instance, there is a good level of use across departments of subject-specific software. The use of software to support students with special educational needs is less well developed, but there are effective plans in place to extend provision to this area. The library and resource centre is a model of good use and management. There is a wide range of books and other materials easily available to the students. The area is well used throughout the day and after lesson times.

WHAT COULD BE IMPROVED

Overall standards achieved by boys are not as high as those achieved by the girls

13. There is a marked difference between the attainment levels of boys and of girls. The difference is significantly greater than that found nationally. It must be said, however, that to some extent, this is also a feature of the surrounding region. The 2000 GCSE results, for instance, show very significant difference between boys' and girls' attainment. The average difference places girls at 21 percentage points ahead of the boys. The school does not have a clear account as to how this difference arises. What is puzzling, however, is that there is no significant difference between the boys' and girls' results in mathematics, where overall attainment was above the national average. It looks as if the spread of attainment of those taking the mathematics examination is not significantly different from that of students taking most of the courses.
14. The school looked systematically at the quality of provision in Key Stage 3 as a start to exploring the reasons for the underachievement of boys. There did not appear to be any difference between the ways boys and girls were treated. The students themselves also believed this to be the case. The evidence from lessons during the inspection, however, shows that many teachers do not probe boys' understanding sufficiently. Boys seemed content to provide limited answers to questions, whilst girls were inclined to provide more extended answers and enter into critical discussion. As a consequence of this, boys tend to set a modest pace to their work and build up their knowledge and skill at a slower rate than the girls.

The strategies for the teaching of literacy and numeracy across the school are under-developed

15. The teaching of literacy and numeracy across the school is weakened by the lack of a clear policy. The students' levels of literacy slow students' progress in writing in all subjects. In many cases, the students' understanding, as revealed in their oral work, is not matched by the quality of their expression in writing.
16. Though English is taught well and good standards are achieved in students' oral work, particularly in Key Stage 3, literacy is not given sufficient emphasis in other subjects. Students are fluent and confident in informal conversation and respond well to questions in lessons. However, in a significant minority of lessons, teachers have a tendency to ask closed questions and do not always capitalise on the students' answers by seeking further clarification or by looking for good reasons for their point of view. Opportunities to refine and improve answers are occasionally missed. Discussion is not always used well to support extended pieces of writing. The standard of writing in subjects other than English is satisfactory but there are weaknesses in the range of language used particularly in the boys' work. There is inconsistency in the way that teachers handle inaccuracies in spelling, grammar and syntax. There is now a greater awareness of these issues than has been the case previously, with the consequence that a literacy strategy is being developed. During the inspection a very good start was made by a presentation through an appropriately-skilled member of staff. This helped to raise awareness of the issues at stake. It also revealed the teachers' willingness to get involved in an initiative they clearly saw as a way forward.

17. Numeracy is mainly developed through the teaching of mathematics. There are missed opportunities for students to apply and develop their numeracy skills in other subjects. The initiative to confront the inadequacies in this aspect of the school's work has not yet begun.

Assessment is not always used effectively in lessons to identify with students how well they are doing and to show them how to improve

18. Overall, teachers provide clear guidance to students, identifying their needs accurately and providing the appropriate level of support. However, in lessons where teaching is otherwise satisfactory, there are many occasions when the teacher is unclear about the students' attainment levels. This places them in a weak position to provide the right kind of detailed feedback. Much of the assessment and feedback in these lessons is of a general nature. It does not identify with students their attainments and the areas where they could profitably focus their efforts in order to improve.

A significant proportion of the parents view the school unfavourably.

19. The proportion of parents who voice dissatisfaction with various aspects of the school's provision is a matter of some concern to the headteacher and other staff. There have been some well-thought-out initiatives to involve the parents. There is a regular programme of parents' evenings when students' progress is discussed. Despite these efforts, there is a significant level of residual disquiet. Though information provided to parents meets requirements and reports on students' progress are clear, many parents do not seem to be aware of the strengths of the school. Measures to extend the involvement of the parents have not been successful. The parent governors have taken some steps to encourage the parents to become more positively involved in the life of the school but their efforts have not been very fruitful. Much more needs to be done.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to take the school further forward in its development the governors and senior staff should ensure that:

Standards achieved by boys are raised by:

targeting provision more precisely on their needs by, for example, ensuring that they are drawn more productively into questioning and discussion.

(see paragraphs 14 and 15)

Strategies for the teaching of literacy and numeracy across the school are introduced in all subjects by:

providing the appropriate training to all teachers so that they become more familiar with national developments in this area;

identifying the good practice that already exists and disseminating it across the school.

(see paragraphs 16-18)

Assessment is used effectively in lessons to identify with students how well they are doing and to show them how to improve by:

making the requirements of tasks clearer to students;

managing lessons so that teachers get more access to individual learners in order to talk to them about their work.

(see paragraph 19)

Further ways are explored to eliminate the negative perception of the school by many parents by:

providing more opportunities for parents to experience the schools strengths;

taking further steps to involve parents in the students' learning.

(see paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and students

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	28	37	33	0	0	0

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

Information about the school's students

Students on the school's roll

	Y7 – Y11	Sixth form
Number of students on the school's roll	674	135
Number of full-time students eligible for free school meals	73	6

Special educational needs

	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	17	2
Number of students on the school's special educational needs register	133	2

English as an additional language

	No of students
Number of students with English as an additional language	6

Student mobility in the last school year

	No of students
Students who joined the school other than at the usual time of first admission	15
Students who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	8.0
National comparative data	7.9

Unauthorised absence

	%
School data	1.2
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year: 1999/2000

Attainment at the end of Key Stage 3

Number of registered students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	64	64	128

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	37	50	37
	Girls	44	42	34
	Total	81	92	71
Percentage of students at NC level 5 or above	School	63 (56)	72 (68)	55 (57)
	National	63 (63)	65 (62)	59 (55)
Percentage of students at NC level 6 or above	School	25 (18)	38 (32)	24 (23)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	30	50	37
	Girls	43	38	34
	Total	73	88	71
Percentage of students at NC level 5 or above	School	57 (44)	68 (78)	56 (60)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC level 6 or above	School	17 (18)	46 (39)	21 (29)
	National	31 (31)	49 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	65	65	130

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	23	60	63
	Girls	38	62	63
	Total	61	122	126
Percentage of students achieving the standard specified	School	47 (54)	94 (94)	98 (97)
	National	49 (46.6)	88.8 (90.9)	94.4 (95.8)

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

GCSE results		GCSE point score
Average point score per student	School	40.6 (40)
	National	38.7 (38)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	14 92.8
	National	n/a

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
	2000	18	13	31

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	11.6	19.1	14.7 (17.5)	1.8	3.3	2.4 (2.4)
National	17.7	18.1	17.9 (17.9)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	14 100
	National	N/a

Ethnic background of students

	No of students
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	798
Any other minority ethnic group	7

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	25	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	48.6
Number of students per qualified teacher	16.6

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	11
Total aggregate hours worked per week	276

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77.7
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Average teaching group size: Y7 – Y13

Key Stage 3	24.2
Key Stage 4	21.0

Financial information

Financial year	1999
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	£
Total income	2052633
Total expenditure	2073112
Expenditure per student	2798
Balance brought forward from previous year	77318
Balance carried forward to next year	56839

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	809
Number of questionnaires returned	193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	55	8	4	1
My child is making good progress in school.	28	60	6	1	3
Behaviour in the school is good.	19	52	12	4	11
My child gets the right amount of work to do at home.	16	59	16	6	2
The teaching is good.	20	61	9	3	7
I am kept well informed about how my child is getting on.	17	52	22	5	3
I would feel comfortable about approaching the school with questions or a problem.	34	48	11	3	4
The school expects my child to work hard and achieve his or her best.	39	52	5	2	2
The school works closely with parents.	18	44	22	5	10
The school is well led and managed.	21	51	9	3	16
The school is helping my child become mature and responsible.	23	56	8	2	9
The school provides an interesting range of activities outside lessons.	13	47	17	6	15

Other issues raised by parents

There were no other issues raised