

INSPECTION REPORT

CHELLASTON SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112987

Headteacher: Mr. R. Ruszczyński

Reporting inspector: Ross Maden
2793

Dates of inspection: 18th – 21st September 2000

Inspection number: 223931

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Swarkestone Road Chellaston Derby
Postcode:	DE73 1UA
Telephone number:	01332 702502
Fax number:	01332 703779
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. John Taylor
Date of previous inspection:	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Ross Maden 2793	Registered inspector
Janet Harrison 11077	Lay inspector
David Burbidge 22531	Team inspector
Don Innes 3943	Team inspector
Geoff Price 19214	Team inspector
David Tracey 21866	Team inspector

The inspection contractor was:

Power House Inspections

Grasshoppers
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chellaston School, a DfEE designated technology college and foundation school, is a mixed comprehensive educating boys and girls in the age range of 11-18. There are 1254 pupils on roll with 218 students in the sixth form. The school population is stable. The proportion of pupils eligible for free school meals is 8.8 per cent which is below the national average. Only 19 pupils have English as an additional language which reflects the proportion of the population in the area which the school serves. The school is over-subscribed, with most pupils coming from the local area of Chellaston, Melbourne and surrounding villages. There are 215 pupils on the special needs register and 26 of these have statements. These figures represent percentages which are close to the national averages. Pupils' attainment on entry is above the national average.

HOW GOOD THE SCHOOL IS

Chellaston School is a very effective school and the number of strengths far outweighs its weaknesses. The school achieves high standards in most areas of its work. Pupils' attitudes to learning and their behaviour are very good. Attendance is good. The quality of teaching is consistently good and very good at Key Stage 4 with teachers having high expectations of their pupils. There are very good arrangements to support all pupils. The school is well led and has clear strategies for raising achievement. The school has made very good progress since its previous inspection. The school provides very good value for money.

What the school does well

- Pupils achieve very good results in Key Stage 3 tests, General Certificate of Secondary Examinations (GCSE) and in sixth form examinations.
- There is effective pastoral support for pupils, which promotes high standards of behaviour and very positive attitudes to learning.
- The quality of teaching for all pupils, including those with special educational needs, is consistently good and is very good at Key Stage 4.
- The school succeeds in promoting strong and positive relationships in the school community.
- There is a high quality of leadership and management throughout the school
- The use of information and communication technology to support learning is a strength.

What could be improved

- Reports to parents need to be made more clear and helpful.
- The co-ordination of a whole-school literacy strategy is needed.
- The school needs to increase the opportunities for pupils to take drama within the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in December 1995 there have been significant improvements in the already high academic standards. In 1995, 64 per cent of pupils gained five GCSE grades A*-C and this increased to 74 per cent in 2000. Levels of attendance and the low levels of exclusion have been maintained over the same period. In tackling the key issues identified in the last inspection report the governors have made very good progress. Improvements have been made in all of these areas to an extent that none of those issues identified remains a weakness. The quality of teaching has improved since the previous inspection. In 1995 the proportion of lessons judged to be satisfactory was 93 per cent and this has improved to 100 per cent. The proportion of lessons judged to be good or better in 1995 was 61 per cent and this increased in 2000 to 90 per cent.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	B	A	A	A
A-levels/AS-levels	B	A	A	

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

Results in the 1999 National Curriculum tests for 14 year olds were well above average in English and mathematics and above average in science. The 2000 results show that overall standards in these subjects continue to improve especially in science. Boys and girls have generally performed equally well in recent years.

The 1999 GCSE results were well above the national average and over the last three years have improved steadily in line with national trends. Pupils achieved the best results in mathematics, geography, art, history, religious studies and French. Results were less good than other subjects in home economics and social science but both have shown significant improvements in the 2000 results. In the 2000 GCSE examinations results in most subjects showed an improvement on 1999. In the last three years the number of pupils gaining five A*-C grades and five A*-G grades has been consistently well above average. The school sets appropriate targets for improvement in GCSE performance.

A-level and GNVQ results in 1999 were well above the national average levels. The most successful A-level subjects were English literature, French, sociology, chemistry, design and art and design. Results were less good than in other subjects in physics and business studies. Results have been well above average during the last three years and results for 2000 have shown further improvements in most subjects.

Work seen during the inspection was generally well above average. Pupils of all abilities achieve well with some excellent examples seen in English, art and geography. Pupils' attainment generally reflects that indicated by recent test and examination results. There have been significant improvements in attainment in modern foreign languages. At the time of the previous inspection modern foreign languages was a key issue. It is no longer a weakness.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They participate well in lessons and are keen to learn.
Behaviour, in and out of classrooms	Standards of behaviour are very high both in class and around school
Personal development and relationships	Pupils show very good initiative and take responsibility willingly. Relationships within the school are very good.
Attendance	Attendance is good and above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Very good	Good

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

The quality of teaching was satisfactory or better in 100 per cent of lessons and was good or better in 90 per cent. Very good teaching was seen in 38 per cent of lessons. The quality of teaching is better at Key Stage 4 than at Key Stage 3 or in the sixth form. Examples of very good teaching were seen in all subject areas and the consistent level of good teaching is a strength of the school. The quality of learning closely matches the quality of teaching. Good and very good teaching are characterised by teachers having clear understanding of the needs of individual pupils. Lessons are very well organised and teachers have high expectations of their pupils. Homework is set regularly and is relevant to work done in class.

The ability of teachers to develop very positive professional relationships with pupils is a principal reason for the high quality of teaching and learning. Pupils are well-motivated, attentive, have high expectations of themselves and respond particularly well to demanding work. Overall, pupils make good gains in skills, knowledge and understanding. Literacy and numeracy skills are taught effectively by individual teachers, but there is a lack of co-ordination of literacy skills across the whole school. All subjects make very good use of information and communication technology to support teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a mainly broad and balanced curriculum. The breadth has been improved by the introduction of the 10- day timetable. There are limited opportunities for pupils to take drama within the curriculum. The sixth form curriculum is very good and includes a wide range of GNVQ courses. Extra-curricular activities are strengths of the school.
Provision for pupils with special educational needs	Provision is good and there is a very high quality of in-class support for these pupils. Effective strategies are used to develop basic skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for moral and social development is very good and contributes significantly to pupils' personal development. Spiritual and cultural developments are good. Assemblies are of good quality, but not all pupils are receiving a daily act of collective worship
How well the school cares for its pupils	Pupils are very well supported both pastorally and academically and this support contributes to their effective learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of the leadership and management provided by the headteacher and senior management team is very good. The leadership of academic and pastoral teams is very good. In particular there is a very high standard of leadership provided by the co-ordinators of special educational needs, information and communication technology and GNVQ courses.
How well the governors fulfil their responsibilities	The governors provide effective leadership for the school. They are well informed about the strengths and weaknesses within the school. However they are failing to provide a daily act of collective worship and in ensuring the school's charging policy is being applied.
The school's evaluation of its performance	Considerable improvements have been made by senior and middle management in evaluating the work of the school. There are many good examples of identifying targets to raise standards arising from evaluation but the use of targets is not consistent across the school
The strategic use of resources	There is a very good use of resources to meet the needs of the school. The school consistently applies the principles of best value in the use of its resources.

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 quality of teaching is good.• The school is well led and managed.• Their children are making good progress.• The school expects children to work hard.	<ul style="list-style-type: none">• Their children getting the right amount of homework.• The school working more closely with parents.• Being kept well informed about their child's progress.

The inspectors agree with the judgements made by parents on what pleases them about the school. The inspectors' judgements on homework are that for most pupils homework is consistently set and appropriate. Inspectors have no evidence to suggest that the school does not work closely with parents. The inspectors agree with parents that there is a concern with regard to keeping parents well informed through the annual progress report.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very good results

1. Although pupils enter the school already showing above average levels of attainment, they gain well above average results in National Curriculum tests at fourteen, which indicates better progress in their first three years than might be anticipated. Results over the last three years in English and mathematics have been well above average and those in science above average compared with all schools and with similar schools. The results for 2000 indicate that in all three subjects results are well above average. There is no significant difference between the performance of girls and boys.

2. In GCSE examination results pupils achieve well above average points scores compared with all schools and with similar schools. The numbers of pupils gaining five or more A*-C grades and A*-G grades are also well above average both nationally and compared with similar schools, which indicates that pupils of all attainment levels continue to make good progress. GCSE results for 1999 in mathematics, French, geography, history, religious studies and art were notably good, but those in home economics and social science lagged some way behind results in other subjects. Results for 2000 showed improved results overall, although in English, English literature, French and German pupils did a little less well than in the previous year. However, the general under-achievement in modern foreign languages noted in the last inspection report has now been eliminated. Boys and girls generally enjoy the same levels of success in their examination results, although recent English results indicate that boys are doing less well. The English department is taking steps to address this problem.

3. Students continue to make good progress in the sixth form. They achieve well above average points scores in their A-level and GNVQ examinations, which indicates that well above average standards of attainment are being maintained. Particularly good results for 1999 were obtained in English literature, French, sociology, chemistry, design and art and design. Results were less good in physics and business studies when compared with results in other subjects. The results for 2000 show overall gains with especially good results in A-level geography, psychology and sociology and in advanced GNVQ leisure and tourism. Average points scores in A-level physics showed a marked improvement on the previous year. The 2000 results in A-level French and German were below those of 1999.

4. The school has introduced more rigorous procedures and practice for collecting pupils' performance data in order to monitor and support their progress. In Years 7 and 8 pupils who are having difficulty with basic skills are supported one-to-one by a designated teacher who, by assisting them with reading and other important learning skills, enables them to make faster progress. Analysis and discussion of test and examination results are now well established and all departments are fully involved in setting realistic but challenging targets designed to raise overall standards. Strategies are now in place for measuring pupils' actual performance in tests and examinations against predicted grades. Conclusions drawn from the information gained are increasingly used as the basis for departmental planning. These procedures are particularly well advanced in Years 7 to 9.

5. At the heart of the high standards which the school achieves are very good teaching and positive attitudes from pupils.

Effective pastoral support

6. Pupils are very well behaved during lessons. They concentrate very well in class and there is very little if any misbehaviour. They get down to work quickly so that very little teaching time is lost. Pupils are very polite to adults and considerate to each other. Although at times the school environment can become congested, pupils behave in a mature and sensible manner as they move around the school requiring only minimal supervision from staff. No incidents of boisterous behaviour were observed and movement along the narrow corridors of the school is very orderly. Pupils enter and leave classrooms in an orderly manner. There is very little oppressive behaviour. Pupils agree to the school's anti-bullying policy by individually signing the anti-bullying code in class. They are confident that when bullying does occur it will be dealt with fairly by the school. The low number of exclusions gives confirmation of the good behaviour of pupils in the school.

Consistently good quality teaching

7. The quality of teaching was satisfactory or better in 100 per cent of lessons and was good or better in 90 per cent. Very good teaching was seen in 38 per cent of lessons. The quality of teaching is better at Key Stage 4 than at Key Stage 3 or in the sixth form. Examples of very good teaching were seen in all subject areas and the consistent level of good teaching is a strength of the school. The quality of learning closely matches the quality of teaching. In most lessons teachers have a clear understanding of the needs of individual pupils. Lessons are very well organised and teachers have high expectations of their pupils. Homework is set regularly and is relevant to work done in class. It is appropriate in quantity and well assessed so that pupils recognise their strengths and understand what they need to do to improve further. In this matter, the satisfaction expressed by the majority of parents is appropriate.

8. The ability of teachers to develop very positive professional relationships with pupils is a principal reason for the high quality of teaching and learning. Pupils are well-motivated, attentive, have high expectations of themselves and respond particularly well to demanding work. Overall, pupils make good gains in skills, knowledge and understanding. Literacy and numeracy skills are taught effectively by individual teachers, but there is a lack of co-ordination of literacy skills across the whole school. All subjects make very good use of information and communication technology to support teaching and learning.

9. In the best lessons teachers have very good knowledge of their subjects and a clear understanding of the needs of individual pupils. Their enthusiasm for their subjects is infectious. They have high expectations of pupils' effort, behaviour and attainment. Lessons are very well organised, provide appropriate challenge for pupils at all levels of attainment and are conducted at a crisp pace so that pupils sustain their effort and concentration throughout. Teachers are skilful in asking questions both to check understanding and to extend it further so that pupils contribute to their learning and are properly pleased with their successes.

10. In lessons which were judged to be satisfactory rather than good the strengths were offset by the fact that some pupils were not sufficiently involved in the activities set by the teachers. In some other lessons the lack of variety in activities offered resulted in a satisfactory but not a good pace to learning.

11. The school development plan shows a clear priority to improve the quality of teaching. Considerable efforts have been made to identify effective strategies to promote improvements. Since the last inspection there has been a significant commitment to evaluate the quality of teaching and learning within the school and these efforts have produced their rewards. The quality of teaching has improved since the previous inspection. In 1995 the proportion of lessons judged to be satisfactory or better was 93 per cent and this has improved to 100 per cent. The proportion of lessons judged to be good or better was 61 per cent and this has increased in 2000 to 90 per cent.

Strong and positive relationships

12. The school has a staff of dedicated, caring teachers who, through their enthusiasm for their subject, their subject knowledge and their classroom management skills, are able to create within the classroom an ethos of work, expectation, praise and celebration, at times, with humour. These features have encouraged the establishment of very good relationships between teachers and pupils. Teachers, by using detailed record keeping, know their pupils. Forenames of pupils are regularly used. Pupils are happy at school. They are punctual to lessons. They are attentive, and they respond to teachers in a courteous manner and with respect. Pupils listen to others quietly, ask sensible questions, and give spontaneous applause to speakers – they respect each other's efforts. Pupils work co-operatively together, for example, when sharing equipment, or in larger groupings, when preparing arguments for role-play in a classroom debate. Sixth form students have further opportunity for the creation of strong, positive relationships with teachers when attending the many additional revision and drop-in sessions.

13. All staff work together to meet the needs of all pupils, including those with special needs, and to create positive relationships. A morning assembly sets the tone for the rest of the day, helping pupils and staff to have common aims. The visible presence throughout the day of senior staff, who know pupils by name, brings a sense of unity to the school. Academic rivalry between departments is not hindered by the noticeable respect and professional friendship between all staff, including support staff, and the cross-curricular working between departments, for example in the art and technology areas.

14. Outside the classroom, relationships between pupils are very good and respect for others is mutual. Whether moving along congested corridors or on crowded staircases, pupils move with care and consideration for others – they walk quietly and with purpose. If waiting for entry to a classroom, or waiting outside the building before school, or at breaktimes, they stand and talk quietly with friends.

15. Many extra-curricular activities involving competitive team sport, drama and musical productions, and mini-enterprise projects, along with an annual Activities Week, involving residential visits, are well established. They all encourage the building and strengthening of relationships amongst pupils and staff in a less formal atmosphere than the classroom.

16. Positive steps to create relationships between the school and its new pupil intake begin with staff visits to the primary schools in Year 6, and a three-week numeracy summer school, held during the summer holiday period. The school continuously strives to improve relationships with parents by constantly monitoring parental contacts, and dealing with any concerns promptly. Strong valuable relationships have been established with the local industrial community, all of which give valuable benefits to the school.

High quality of leadership and management

17. The headteacher provides the school with clear and decisive leadership. One of his

strengths is the identification of strategies which lead to improvements. He is well supported by his deputy headteacher and his senior management team. A feature of their work is their constant presence around the school from the time pupils arrive in the morning, at the change of lessons, break and lunchtimes through to the time when pupils leave school at the end of the day. Pupils and students feel confident to approach the headteacher and senior staff if they have any concerns. The senior management team are consistent in demanding high standards from teachers and pupils but equally they are very good at giving praise and recognising pupils' achievements.

18. There are consistently high standards of leadership and management provided by middle managers in undertaking their pastoral and curriculum responsibilities. They lead by example and provide good role models for the teachers within their teams. In particular there is a strength in the co-ordination of aspects of the school's life which involve all subjects and effect all teachers. The co-ordination of special educational needs ensures the effective deployment of high quality in-class support in an efficient manner. Classroom teachers are well supported by the good quality of individual education plans. There are very good procedures for the identification and assessment of pupils with special educational needs. The co-ordination of GNVQ courses is very effective and teachers who teach these courses are well supported by the GNVQ co-ordinator. The effectiveness of the co-ordination of GNVQ courses is reflected in the high regard that students have for GNVQ courses. The co-ordination of information and communication technology across all departments is a further strength of the school. Classroom teachers feel well supported by the specialist information technology teachers and technicians. Most teachers use information and communication technology well and confidently to support their teaching. The specialist facilities are therefore in constant use.

19. Planning at both school and department level is effective. The school development plan identified 18 activities based on the three school aims which are to maximise pupil attainment; to move from good to excellent teaching and to use new technologies. The activities are well planned and appropriate for school improvement. The strength of development planning is the emphasis in raising standards. However, there is a reluctance to identify specific targets, when appropriate, to accompany these activities, which in turn makes the effective evaluation of initiatives more difficult. At a departmental level there is a similar issue. For example, individual education plans are very strong in identifying strategies for teachers to use in supporting pupils with special education needs but weak on setting specific targets for progress.

20. The governing body is knowledgeable about the school. They provide effective leadership and good support for the headteacher and his staff. Governors are kept well-informed and are in a good position to evaluate the strengths and weaknesses of the school. The governing body is failing to ensure that all pupils receive a daily act of collective worship as required by legislation. There is also a need to monitor the effectiveness of the school's charging and remissions policy. At present the policy is not being adhered to and pupils and parents are being charged for activities not covered by the school's policy.

The use of information and communication technology to support learning

21. All pupils receive their full entitlement to the National Curriculum requirements for information and communication technology at both Key Stages 3 and 4. All pupils in Years 7 to 11 have timetabled lessons for information technology which enables them to develop their information technology capabilities. Pupils enjoy using new technologies and many have high levels of skill. Outside of timetabled lessons pupils have access to computers from 8 a.m. and can use computers at break, lunchtimes and after school. The school is well resourced: the current ratio of 7.1 pupils to each computer being more generous than the national average. At the time of the last inspection there was a criticism of the poor access to computers for sixth form students. They now have their own high quality independent learning centre which provides unrestricted access to 23 modern personal computers and the Internet.

22. The school is well served by two information technology technicians who provide outstanding support to teachers and pupils. They provide in-class support for staff and pupils during lessons and provide training for staff when requested. The technicians provided a remarkable service in enabling computers to be used by teachers and pupils following the breakdown of the file server system during the inspection week.

23. As a technology college the school runs its own approved training course for teachers. Thirty-five teachers at the school have completed their training and by summer 2001 all staff will have received training in the use of information and communication technology. The school also provides training for teachers from local primary schools. As a result of this training many staff are enthusiastic to use new technologies. The department is now a victim of its own success. So successful has the training been that there is considerable pressure in gaining access to one of the five computer rooms. In addition to the five computer rooms all departments have their own 'staff' computer with Internet and email. The art and technology departments share a computer room with 29 personal computers. All departments make full use of new technologies to support teaching and learning and all departments are required to build information and communication technology into all schemes of work. The increase in the number of modern computers and the growing confidence of teachers in using new technology has led directly to improvements in helping pupils to learn more effectively.

24. One of the features of the success of information and communication technology across the school is the enthusiasm and dedication of the co-ordinator. He provides good leadership and vision for developments using new technologies.

WHAT COULD BE IMPROVED

Reports to parents need to be more clear and helpful

25. The reporting procedures on pupils' progress have been revised during the last year. Parents now receive a termly progress check which indicates effort and a relative attainment level in the subject. The introduction of progress checks is an improvement on the previous system and provides parents with a more regular flow of early information than that provided by an annual report.

26. The new reporting arrangements meet statutory requirements. However a significant minority of parents who completed the inspection questionnaire felt they could be better informed about their child's progress. The inspectors' judgement is that improvements could be made to the quality of reports and in doing this would strengthen the partnership between parents and the school. Some parents do not like the use of data bank comments which they

feel make the reports impersonal. The range of comments in the data bank is currently too limited and concentrates on pupils' attitudes rather than on attainment. The reports do not provide parents and pupils with sufficient information about ways to improve their levels of attainment.

The co-ordination of a whole school literacy strategy

27. At present most of the work on literacy is confined to the English and special educational needs departments. Very little has yet been done to co-ordinate a whole-school initiative for raising standards, headed by a designated co-ordinator and taking stock of existing good practices in various departments in order to build upon them and seek ways of extending awareness and expertise across the school. Standards of literacy are generally good but a co-ordination of the individual efforts of teachers will raise the importance of improving literacy standards throughout the school.

Increase the opportunities for pupils to take drama within the curriculum

28. There are no separate drama lessons for any pupils in Years 7 to 9. The study of drama is restricted to the mainly literary work, which takes place in English lessons, and to the valuable extra-curricular experience offered by the thriving drama club and the regular and well-supported school dramatic productions. This means that most pupils have, at best, only limited opportunities for learning important personal and social skills at the heart of much drama teaching. Moreover, pupils' opportunities are further limited by the fact that the school does not offer drama courses at GCSE or A-level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

- (1) Improve the quality of reports to parents by:
 - Extending the range of comments in the data bank
 - Extending the information provided on pupils' attainment in subjects(Paragraphs: 25, 26)

- (2) Co-ordination of a whole school literacy strategy by:
 - Ensuring that all teachers are consistent in the importance they attach to developing literacy skills and that the many examples of good practice within the school are disseminated to all staff.(Paragraph: 27)

- (3) Increase the opportunities for pupils to take drama within the curriculum by:
 - Considering the introduction of drama within the GCSE options and appropriate courses for sixth form students who wish to pursue their interest in this subject into the sixth form.(Paragraph: 29)

In addition the governing body may wish to include the following less important issues for consideration within the action plan:

Identification of specific targets, where appropriate to support the strategies for improvement in whole school and department development planning (Paragraph 19) and ensuring that the school's charging and remissions policy is consistently applied (Paragraph 20).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.6	33.3	51.7	10.3	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	1036	218
Number of full-time pupils eligible for free school meals	91	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	25	1
Number of pupils on the school's special educational needs register	212	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.4
National comparative data	7.9

Unauthorised absence

	%
School data	0.3
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	104	107	211

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	80	86	87
	Girls	96	85	79
	Total	177	171	166
Percentage of pupils at NC level 5 or above	School	83 (89)	81 (75)	79 (69)
	National	N/A (63)	N/A (62)	N/A (55)
Percentage of pupils at NC level 6 or above	School	40 (58)	61 (55)	44 (29)
	National	N/A (28)	N/A (38)	N/A (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	63	83	79
	Girls	84	86	81
	Total	147	169	160
Percentage of pupils at NC level 5 or above	School	70 (88)	80 (78)	76 (70)
	National	N/A (64)	N/A (64)	N/A (60)
Percentage of pupils at NC level 6 or above	School	37 (57)	60 (58)	39 (36)
	National	N/A (31)	N/A (37)	N/A (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	107	98	205

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	75	105	107
	Girls	77	97	98
	Total	152	202	205
Percentage of pupils achieving the standard specified	School	74 (73)	99 (99)	100 (99)
	National	N/A (46.6)	N/A (90.9)	N/A (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	46.6 (45)
	National	N/A (38)

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
	2000	26	49	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	19	24	22.3 (21.4)	0.2	0.4	0.3 (2.4)
National	17.7	18.1	N/A (17.9)	2.7	2.8	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	29	100
	National		N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	4
Indian	28
Pakistani	0
Bangladeshi	0
Chinese	5
White	1203
Any other minority ethnic group	10

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	13	0
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)	80
Number of pupils per qualified teacher	15.7

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	20
Total aggregate hours worked per week	546

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78.7
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Average teaching group size: Y7 – Y13

Key Stage 3	24.3
Key Stage 4	19.4

Financial information

Financial year	1999/2000
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	£
Total income	3 364 234
Total expenditure	3 378 260
Expenditure per pupil	2 694
Balance brought forward from previous year	281 539
Balance carried forward to next year	277 513

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	985
Number of questionnaires returned	209

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	51	6	2	0
My child is making good progress in school.	49	48	3	0	0
Behaviour in the school is good.	29	63	4	1	2
My child gets the right amount of work to do at home.	30	50	15	4	1
The teaching is good.	44	51	2	0	3
I am kept well informed about how my child is getting on.	37	46	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	51	40	8	1	0
The school expects my child to work hard and achieve his or her best.	67	31	1	0	0
The school works closely with parents.	27	48	21	3	1
The school is well led and managed.	50	45	1	0	3
The school is helping my child become mature and responsible.	45	47	5	0	3
The school provides an interesting range of activities outside lessons.	35	48	8	1	8