

# INSPECTION REPORT

## **KETTLETHORPE HIGH SCHOOL**

Wakefield

LEA area: Wakefield

Unique reference number: 108271

Headteacher: Mr B Tapson

Reporting inspector: Mr Alan Haigh  
2630

Dates of inspection: 21<sup>st</sup> – 23<sup>rd</sup> November 2000

Inspection number: 223940

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:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Standbridge Lane Sandal Wakefield West Yorkshire
Postcode:	WF2 7EL
Telephone number:	(01924) 303510
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Janet Hull
Date of previous inspection:	February 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Kettlethorpe High School is a mixed comprehensive school that is much larger than average, catering for 1585 boys and girls aged 11 to 16. This is 140 more pupils than when last inspected in 1996. There are slightly fewer girls than boys. The school is situated in Sandal, on a pleasant site, on the edge of Wakefield, in an area containing a mixture of types of housing. It opened in 1965 and major extensions were built in 1993. The school takes pupils from a wide area covering the full social and economic spectrum. Pupils transfer from 28 primary schools, some travelling 20 or more miles. More than 94 per cent of pupils are white and about six per cent are from ethnic minority backgrounds, mainly Pakistani. Eighty-seven pupils have English as an additional language but none is in the early stage of learning English. About 17 per cent of pupils are entitled to free school meals, a figure that is in line with the national average. The attainment of pupils coming to the school is comprehensive and average. About 11 per cent of pupils have special educational needs and about one and a half per cent have statements of special educational needs; these figures are below the national average.

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

Kettlethorpe High School continues to be a very good, effective and well run school with standards that are above the national average at the end Key Stage 4. The quality of teaching is very good as is that of the learning. Leadership and management are also very good and the school provides excellent value for money.

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

- The GCSE results are above the national average and are improving faster than results nationally.
- Standards in art and design, biology, design and technology, expressive and performing arts, modern foreign languages, geography and history at GCSE are particularly high.
- The consistently high quality of teaching enables pupils to progress very well and learn with much enjoyment and success. Teachers have a particularly thorough knowledge of their pupils.
- Very strong management and excellent leadership ensure a very clear sense of purpose directed to continuous improvement and a shared commitment by staff to success.
- The school makes excellent provision for the pastoral care of the pupils. Their academic progress is monitored closely and pupils of all abilities are enabled to achieve their best.
- The stimulating curriculum and whole school environment promote excellent attitudes and enthusiastic learning.
- The quality of relationships, amongst pupils and between pupils and adults, is excellent.

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

- Pupils' attendance and punctuality are not good enough and the improvement and monitoring of these are seriously hampered by the shortage of education welfare staff.
- The particularly heavy workload of senior staff, arising from the serious budgetary constraints, means that teaching is not monitored systematically and there is very little dissemination of the large amount of very effective teaching.
- The time for religious education is barely adequate at Key Stage 4. 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 described as very good in the 1996 inspection report and has continued to make clear improvements. Standards at the end of Key Stage 3 have risen at a similar rate to that in most schools. The continuing upward trend in GCSE results outstrips the national upward trend. The most able pupils achieve outstanding results. Teaching and learning are better than they were. The timetable has been reviewed and subjects now have appropriate allocations of time, although that for religious education at Key Stage 4 is barely adequate. The special educational needs Code of Practice is now fully implemented. Much money has been spent on the library and many fiction books have been purchased.

The information technology facilities have been enhanced significantly and use of information technology is good in most subjects. The school still does not ensure that all pupils attend a daily act of collective worship.

## STANDARDS

The table shows the standards achieved by 16-year-olds based on average point scores in GCSE.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
GCSE examinations	B	B	B	A	well above average A above average B average C below average D well below average E

The results in the national tests taken by all 14-year-olds in 1999 and in 2000 were close to average in mathematics and science but below the national average in English. When compared with similar schools (as defined by the proportion of pupils entitled to free school meals) in 2000 the English results were average and the mathematics and science results were above average. The upward trend in these results is broadly in line with national improvements. Teachers' assessments of 14-year-olds in 2000 indicate standards close to average in history, modern foreign languages, music and physical education. Teachers' assessments place pupils above average in geography and information technology and a little below average in design and technology and art. The differences between boys' and girls' standards generally reflect national differences.

The GCSE results have risen steadily in recent years at a faster rate than results nationally and were above the national average in 1999. In that year, 54 per cent of pupils obtained five or more passes with grades A\*-C (against a national figure of 47 per cent), significantly exceeding the school's target of 43 per cent. In 1999 the proportion of pupils gaining five or more GCSE grades A\*-G was 91 per cent, slightly below the 93 per cent target. The 2000 figure of 96 per cent achieving five or more A\* to G grades exceeded the school's target of 93 per cent. The upward trend in the school's average total GCSE points score is greater than the national trend. The strongest subjects at GCSE are art and design, biology, design and technology, expressive and performing arts, modern foreign languages, geography and history. There are no weak subjects. In the work seen during the inspection, standards attained by the pupils were mostly above the national average in all year groups. The vast majority of pupils achieve significantly higher standards than would be expected when their prior attainment is considered. Pupils' literacy and numeracy skills are above average. Most speak clearly and confidently defend their opinions. The vast majority make significant progress from Year 7 to the time they leave school. Pupils with special educational needs make very good progress, as do those with English as an additional language. Gifted and talented pupils also progress especially well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils enjoy coming to school and are enthusiastic in lessons. They are co-operative and hardworking.
Behaviour, in and out of classrooms	This is very good. That in lessons is of a very high standard and pupils behave sensibly around school, showing care and consideration for others.
Personal development and relationships	These are very good. Pupils are mature, sensible and courteous and relationship amongst pupils and between pupils and adults are excellent.
Attendance	This is in line with the national average and better than the LEA's average. The

	rate of unauthorised absence is below average.
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## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	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 or subjects. All lessons were satisfactory or better, 91 per cent good or better and 48 per cent very good or better. Pupils expect to learn and are keen to do well. The teaching of English, mathematics and science is very good. The main strength of the teaching is the consistency of its high quality. Expectations of standards of work and behaviour are very high in all subjects and teachers manage pupils with great skill, ensuring high quality learning and very good progress. The teachers have a very secure command of their subjects, work extremely hard and have a thorough knowledge of the pupils.

Planning is thorough and methodology appropriate, with stimulating and challenging tasks capturing the pupils' interest and sustaining their concentration. Marking is generally very good. The teaching of pupils with special educational needs and those with English as an additional language is effective because the staff diagnose pupils' problems well and respond to individual needs thoroughly. This is demonstrated amply by the outstanding progress most of these pupils make. The gifted and talented pupils do particularly well because they are challenged to reach high standards.

Literacy is taught well, resulting in pupils who are articulate and confident. Numeracy is well taught. Pupils have a secure grasp of number and apply the basic skills successfully across the curriculum. The use of information technology is good. 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 and pride in school are very clear.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are excellent at Key Stage 3 and very good at Key Stage 4. All the National Curriculum requirements are met. There is, however, barely enough time to cover the Agreed Syllabus in religious education in Years 10 and 11. There is an extensive range of high quality extra-curricular activities that pupils support with enthusiasm. Pupils do not attend a daily act of collective worship.
Provision for pupils with special educational needs	The quality of the support provided is excellent but financial constraints have resulted in the amount available being less than what is needed.
Provision for pupils with English as an additional language	This is very good. These pupils are supported very well and their standards of attainment are rising rapidly. They are fully integrated into all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural	This is very good. The school ensures successfully that pupils are set good examples by all adults, that expectations are consistently high and that the aesthetic and creative dimension of the curriculum are of outstanding quality. The high quality of the whole school environment,



development	including displays of work, makes significant contributions to this.
How well the school cares for its pupils	The school makes excellent provision for the pastoral care of the pupils. Their academic progress is monitored closely and procedures for ensuring good behaviour and eliminating oppressive behaviour are particularly effective. Pupils' personal development is well supported.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are very good. There is a very clear sense of purpose directed to continuous improvement. Senior staff work exceptionally hard and all staff ensure that the school's aims and values are realised.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and, with the exception of ensuring all pupils attend a daily act of worship, fulfil all responsibilities.
The school's evaluation of its performance	This is excellent in terms of the analysis of the school's effectiveness and in ensuring that all pupils work to the best of their ability. However, the particularly heavy workload on senior staff means that teaching is not monitored systematically and there is very little dissemination of the large amount of very effective teaching.
The strategic use of resources	This is very good, with particularly good attention being paid to the 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 thoroughly.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They consider the school has very high expectations of their children.</li> <li>• The school is approachable and well led and managed.</li> <li>• Their children like school.</li> <li>• Their children are progressing well.</li> <li>• Teachers work extremely hard and know the pupils well.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes there is too much homework.</li> <li>• Some feel that they are not well enough informed about how their child is getting on and about things such as the curriculum and recent changes.</li> </ul>

The inspectors' judgements fully endorse the positive points raised by parents. The school does set homework regularly but amounts are generally appropriate. The school provides parents with regular and good quality information on the curriculum and their child's progress, including annual reports.

## **PART B: COMMENTARY**

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

**The GCSE results are above the national average and are improving faster than those nationally.**

1. The attainment levels on arrival at the school of pupils who took GCSE in 1999 and 2000 were below average. These pupils achieved GCSE results that were above average. In 1999, 54 per cent of pupils obtained five or more passes with grades A\*-C (against a national figure of 47 per cent), significantly exceeding the school's target of 43 per cent. In 1999, the proportion of pupils gaining five or more GCSE grades A\*-G was 91 per cent, slightly below the 93 per cent target. The 2000 figure of 96 per cent achieving five or more A\* to G grades exceeded the school's target of 93 per cent. In 2000, 52 per cent of pupils achieved five or more A\*-C grades. The upward trend over the past four years in the school's average total GCSE points score per pupil is greater than the national trend. This score was 41 in 1999 and increased to 42.4 in 2000. The corresponding national figures were 38.0 and 38.7.
2. The boys' GCSE results were better than the boys' national average in 1999 and 2000, having been close to that average for the previous three years. The girls' results have remained above the girls' national average for the past few years and, as is the case nationally, girls have outperformed boys. However, in 2000 the gap between boys' and girls' results at the school was very narrow for five or more A\*-C grades and a slightly higher proportion of boys than girls obtained at least one GCSE pass.
3. The school's GCSE results, when compared with similar schools (as defined by those having a similar proportion of pupils entitled to free school meals), are well above average. The school's work on *value added*, whereby it predicts the likely GCSE results based on tests in Year 7, indicates that the vast majority of pupils do better than expected. Pupils who are considered to not be working at their full potential are identified early in Year 11 and are given additional support and encouragement to do better. The vast majority of these pupils make significant improvements in their final GCSE examinations over the results obtained in their mock examinations.

**Standards in art and design, biology, design and technology, expressive and performing arts, modern foreign languages, geography and history at GCSE are particularly high.**

4. Although results at GCSE are average or better overall, pupils do exceptionally well in a range of subjects. The strongest subjects in 1999 were biology, design and technology, geography, history, physical education and Spanish. Although the art and design results were in line with the national average overall, one in five of the 115 candidates were awarded a grade A\*, more than three times the national average. The most able girls did especially well in that subject. More than a third of the biologists achieved A\* or A, with boys doing as well as girls.
5. A Year 11 art group of 27 pupils worked to a very high standard on a coursework assignment. Portfolios of drawing and painting work were of outstanding quality. The quality of teaching was excellent and attention to detail ensured that all pupils achieved their potential. One illustration of this was the care taken in the organisation and storage of portfolios. Another excellent lesson was with a Year 11 design and technology class; it enabled pupils to produce high standards of graphics and design work. The pupils' enthusiasm was captured and the teacher's thorough knowledge of the pupils ensured excellent learning.
6. In 2000, more than a third of all pupils were graded A\* or A in art and design and more than a fifth obtained similar high grades in design and technology. The pupils take a GCSE in performing arts in Year 10 and almost two fifths were awarded grades A\* or A in 2000. These pupils continue their studies in Year 11 with dance, drama or music and many go on to achieve the highest grades in these. A quarter of all pupils taking history and geography achieved grades A\* or A in 2000 and almost one in six of those studying French did likewise. Ninety-five per cent of those studying

- biology achieved grades A\*-C.
7. A wide ability Year 11 music class included several pupils who had already obtained grades A\* or A in performing arts in Year 10. They continued to be stretched by the lively teaching and high expectations. They talked with confidence and knowledge about a range of technical musical terms, showing exemplary attitudes to learning and started to compose work based on a 12 bar blues idea, showing commitment and enthusiasm.
  8. The standards seen in a Year 11 history class were well above average. Pupils worked on the American West, 1840 to 1895, with a good understanding. They explained events with convincing reasons to support their arguments. The very effective teaching included clear guidance on examination techniques. The highest quality of teaching is not reserved just for GCSE groups. A Year 8 group of below average attainment was studying the problems inherited by Charles I. The outstanding teaching challenged pupils to speculate about the impact of religion and occupations on the events and the pupils' levels of understanding were well above what might have been expected.

**The consistently high quality of teaching enables pupils to progress very well and learn with much enjoyment and success. Teachers have a particularly thorough knowledge of their pupils.**

9. The overall quality of teaching is very good, with little variation across year groups or subjects. All lessons were satisfactory or better, 91 per cent good or better and 48 per cent very good or better. Pupils expect to learn and are keen to do well. The teaching of English, mathematics and science is very good.
10. The main strength of the teaching is the consistency of its high quality. Expectations of standards of work and behaviour are very high in all subjects and teachers manage pupils with great skill, ensuring high quality learning and very good progress. The teachers have a very secure command of their subjects, work extremely hard and have a thorough knowledge of the pupils. A Year 9 English lesson benefited from the teacher's thorough knowledge of the text *To Kill a Mockingbird*. The pupils' knowledge of the text was also detailed and the pacing of the lesson and very high expectations ensured rapid progress.
11. Planning is thorough and methodology appropriate, with stimulating and challenging tasks capturing the pupils' interest and sustaining their concentration. An excellent mathematics lesson with pupils in Year 8 started with a brisk recap of recent work on the areas of two-dimensional shapes. This revealed a thorough understanding of earlier work and laid a good foundation for progress. Questions were used skilfully to involve all pupils and maintain progress. The warm relationships between teacher and pupils encouraged the outstanding response from pupils and ensured that a below-average set achieved above-average standards.
12. Marking is generally very good across all subjects, often with comments that support progress by telling pupils how to improve their work. Teachers use homework well and tasks are purposeful and relevant. Amounts given are rarely small but teachers normally set realistic deadlines for work to be completed.
13. The teaching of pupils with special educational needs and those with English as an additional language is effective because the staff diagnose pupils' problems well and respond to individual needs thoroughly. This is demonstrated amply by the outstanding progress most of these pupils make. A group of six pupils from Year 7 with low reading ages and a range of other special educational needs responded exceptionally well to highly skilled teaching of reading. The caring and friendly atmosphere encouraged confident learning. The use of praise and thorough knowledge of all individual needs maximised progress. Half of a group of 12 pupils in a Year 10 science class were on the special educational needs register. Their rapid progress on the expansion of metals was largely due to the particularly skilled teaching, with everyday examples and appropriate use of praise. The thorough marking also included many encouraging comments. Gifted and talented pupils do particularly well because they are challenged to reach high standards.

14. 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. A Year 7 lesson with a below-average group successfully employed techniques based on the National Numeracy Strategy. Pupils were finding fractions of given amounts and the *brainstorming* methodology revealed an above-average understanding of fractions. The use of information technology is good, being central to the learning in many lessons.
15. 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 and pride in the school are very clear.

**Very strong management and excellent leadership ensure a very clear sense of purpose directed to continuous improvement and a shared commitment by staff to success.**

16. The headteacher provides strong 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 and staff and governors work well together to ensure success. Senior staff have a thorough knowledge of the school's strengths and weaknesses. All staff have a full knowledge of the pupils.
17. Communications are very clear and the support staff ensure the smooth running of the school. The school is a happy place, with a united staff all striving for the same goals. Staff attendance is very good. The team spirit is high in departments but staff morale suffers from the extreme pressure arising from the high pupil to teacher ratio and the above-average amount of time teachers spend actually teaching. The quality of middle management is strong.
18. The governors are well informed and have a sound 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 fulfil their statutory role well in the main but accept that there is insufficient time devoted to religious education at Key Stage 4. They also acknowledge that the requirements for collective worship are not met.

**The school makes excellent provision for the pastoral care of the pupils. Their academic progress is monitored closely and pupils of all abilities are enabled to achieve their best.**

19. The overall care for pupils is of a very high standard and is due largely to the genuine care and thorough knowledge staff have of pupils. Form tutors know pupils very well; senior staff, support staff, office staff and dinner supervisors also know pupils well. The headteacher interviews every Year 11 pupil in the first month of their final year. The majority of staff are involved in the mentoring of the pupils in Year 11.
20. The pastoral system is organised effectively. Form tutors liaise closely with heads of year. Pupils' safety is addressed thoroughly and no health and safety hazards were reported to the school. Supervision out of lesson time is thorough. Senior staff are prominent at all times of the day. The arrangements for child protection and for ensuring pupils' welfare are excellent.

**The stimulating curriculum and whole school environment promote excellent attitudes and enthusiastic learning.**

21. The quality and range of the curriculum are excellent at Key Stage 3 and very good at Key Stage 4. All the National Curriculum requirements are met. However, there is barely enough time to cover the Agreed Syllabus in religious education in Years 10 and 11, with all pupils having only two per cent of the time to study it. One of the option blocks at Key Stage 4 has only eight per cent of the timetable, the other two have 12 per cent. Otherwise the balance of the curriculum is very good at all stages. The creative and aesthetic aspects of the curriculum are particularly strong.

22. There is an extensive range of high quality extra-curricular activities that pupils support with enthusiasm. Musical productions are popular, well supported and of a high standard. There is an extensive list of sporting activities in which the school achieves much success.
23. Staff are careful to ensure that the whole school environment makes a significant contribution to the curriculum and so to learning. The quality of work on display, artwork especially, is very high. The accommodation, inside and outside, is maintained to a high standard, with attractive grounds. Pupils achieve high standards in sports despite the inadequacies of the physical education resources. The fields are poorly drained and there are no *all-weather* facilities.
24. Pupils enjoy school and are keen to attend. They show high levels of interest in their work and behave very well in lessons. Pupils' attitudes and behaviour were excellent in 28 per cent of the lessons seen and very good in a further 31 per cent. They were never less than satisfactory. The pupils clearly know that they are in school to learn.
25. Pupils settled very quickly in a religious education lesson that was taught very successfully by a newly qualified teacher to Year 10 pupils. Their willing and sensible responses to issues concerned with suicide resulted in very good learning. The mature approach of pupils in Year 9 studying the British Empire in the nineteenth century was shown by their careful listening to the very good teaching and the tolerance they showed of the views of other pupils.

**The quality of relationships, amongst pupils and between pupils and adults, is excellent.**

26. Pupils get on very well together and the relationship between teachers and pupils is excellent. This is largely because of the teachers' thorough knowledge of their pupils but also because staff show a genuine concern for all pupils. 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. In a mathematics lesson, the teacher was experiencing some difficulty saying the word *statistical* and, to ensure that no embarrassment was caused, the pupils said the word on the teacher's behalf. The high quality of relationships at all levels results in a united sense of purpose and a cheerful community, always striving to improve.

## **WHAT COULD BE IMPROVED**

**Pupils' attendance and punctuality are not good enough and the improvement and monitoring of these are seriously hampered by the shortage of education welfare staff.**

27. Pupils' attendance is in line with the national average but better than the LEA's average. The figures are not as good as they should be and the school would like to see improvements. The school and its feeder primary schools have support for only two days a week from an LEA education welfare officer to follow up absences and improve attendance. This is not sufficient support for a school of almost 1600 pupils where there may be more than 100 pupils absent on any day. The rate of unauthorised absence is well below the national average and this is a reflection of the conscientious work undertaken by form tutors and heads of year.

**The particularly heavy workload of senior staff, arising from the serious budgetary constraints, means that teaching is not monitored systematically and there is very little dissemination of the large amount of very effective teaching.**

28. The school is funded at about 13 per cent below the national average (the comparison being made for large comprehensives without sixth forms against national data). It currently has a budget deficit of more than a quarter of a million pounds, having reduced the previous year's deficit by almost £40,000. Financial management is good and steps are being taken to remove the deficit. The strategic use of resources is very good. One serious consequence of the budget situation is the unfavourable pupil to teacher ratio. The school's figure of 20 pupils per teacher is very high and is well above the national average. Additionally, the school's contact ratio, which is the proportion

of time staff spend actually teaching, is 83.8 per cent and the national figure is 77.1 per cent. The school's figure is significantly above the national average.

29. The heads of departments teach for 84 per cent of the week. Some senior teachers have a similarly high level of contact. There are only two deputy heads both having significant managerial responsibilities as well as teaching for at least 40 per cent of the week. Consequently the school is unable to implement a systematic monitoring of the teaching. There are also few opportunities for teachers to observe each other working and for the vast amount of expertise to be shared.

**The time for religious education is barely adequate at Key Stage 4. The statutory requirements for collective worship are not met.**

30. Pupils devote only two per cent of their time to religious education at Key Stage 4 and this is not sufficient for them 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 and pupils attend one assembly per week. Assemblies often constitute or include an act of worship but the requirement that all pupils attend an act of collective worship every day is not met.

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

31. In order to sustain the current improvements and further the very good quality of education provided, the governing body and senior staff should now:
- i. find ways to improve pupils' attendance and punctuality and remedy the shortage of education welfare staff (paragraph 27);
  - ii. seek ways to reduce the particularly heavy workload of senior staff and heads of departments, and ensure that the teaching is monitored systematically and that the large amount of very effective teaching is disseminated widely (paragraphs 28 and 29); and
  - iii. provide all pupils with sufficient time to cover the requirements of the religious education Agreed Syllabus at Key Stage 4 and ensure that all pupils attend a daily act of collective worship (paragraph 30).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	31	43	9	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
Number of pupils on the school's roll	1585
Number of full-time pupils eligible for free school meals	266

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	22
Number of pupils on the school's special educational needs register	170

English as an additional language	No of pupils
Number of pupils with English as an additional language	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	7.5
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.1
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	163	152	315

<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	82	109	96
	Girls	96	98	90
	Total	178	207	186
Percentage of pupils at NC level 5 or above	School	57 (54)	66 (63)	59 (54)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	23 (22)	44 (40)	27 (23)
	National	24 (28)	38 (38)	26 (23)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 5 and above	Boys	89	106	88
	Girls	98	104	94
	Total	187	210	182
Percentage of pupils at NC level 5 or above	School	59 (64)	67 (67)	58 (55)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	24 (34)	43 (37)	27 (28)
	National	31 (31)	39 (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	154	138	292

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	69	146	151
	Girls	82	133	134
	Total	151	279	285
Percentage of pupils achieving the standard specified	School	52 (54)	96 (91)	98 (98)
	National	49 (47)	89 (91)	94 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	42.4 (41)
	National	38.7 (38.0)

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 pupils who achieved all those they studied	School	12
	National	n/a

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	0
Indian	4
Pakistani	77
Bangladeshi	0
Chinese	0
White	1496
Any other minority ethnic group	4

### ***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	2	0
Bangladeshi	0	0
Chinese	0	0
White	21	1
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: Year 7 – Year 11**

Total number of qualified teachers (FTE)	79.3
Number of pupils per qualified teacher	20.1

*FTE means full-time equivalent.*

#### **Education support staff: Year 7 – Year 11**

Total number of education support staff	11
Total aggregate hours worked per week	175

#### **Deployment of teachers: Year 7 – Year 11**

Percentage of time teachers spend in contact with classes	83.8
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#### **Average teaching group size: Year 7 – Year 11**

Key Stage 3	24.5
Key Stage 4	21.2

### ***Financial information***

Financial year	1999-2000
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	£
Total income	3,160,468
Total expenditure	3,122,327
Expenditure per pupil	2064
Balance brought forward from previous year	-300,720
Balance carried forward to next year	-262,579

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1550
Number of questionnaires returned	428

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	1	0
My child is making good progress in school.	51	45	1	0	2
Behaviour in the school is good.	40	53	3	0	4
My child gets the right amount of work to do at home.	29	55	12	3	0
The teaching is good.	48	49	1	0	2
I am kept well informed about how my child is getting on.	37	48	9	1	5
I would feel comfortable about approaching the school with questions or a problem.	59	39	1	0	1
The school expects my child to work hard and achieve his or her best.	75	24	1	0	0
The school works closely with parents.	41	46	6	1	6
The school is well led and managed.	56	40	1	0	3
The school is helping my child become mature and responsible.	49	45	3	1	2
The school provides an interesting range of activities outside lessons.	40	41	7	0	12