

INSPECTION REPORT

BEVERLEY HIGH SCHOOL

Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 118072

Headteacher: Mrs R Vincent

Reporting inspector: Mr N A Pett
17331

Dates of inspection: 16th – 18th October 2000

Inspection number: 223942

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 girls:	11-18
Gender of girls:	Girls
School address:	Norwood Beverley East Riding of Yorkshire
Postcode:	HU17 9EX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Clark
Date of previous inspection:	February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This comprehensive school, which holds technology college status, is situated in the centre of the market town of Beverley. It is housed in a range of buildings, the majority of which have been constructed in the last 20 years. Girls come from the town and surrounding villages and there are 811 girls on roll aged between 11 and 18. It is the same size as the average secondary school, nationally. There are 121 students in the sixth form and there is a long-established partnership for post-16 education with the nearby boys' school. Girls come from the full range of socio-economic backgrounds. The number of girls eligible for free school meals is below the national average. Their ethnic heritage is mainly white European and the percentage of girls not having English as their first language is low in comparison with the national average. Sixty girls are identified as having special educational needs and 7 hold statements to address their specific needs. These numbers are well below the national average. Attainment on entry reflects the expectations for their ages for the majority of girls. The school's aims seek to provide for the needs of all of its girls and to develop their personal skills, confidence and academic potential, recognising and rewarding achievement.

HOW GOOD THE SCHOOL IS

This is an outstanding school, with many strengths. The ethos is very good. Standards in National Curriculum tests and public examinations are well above average. Teaching, is overall, of a very good standard. The school is very well managed and gives very good value for money.

What the school does well

- Achieves high standards in girls' work at both key stages and in the sixth form.
- Achieves very high standards in girls' behaviour, attitudes and values through the effective provision for their personal development, which leads to its positive learning ethos.
- Teaches very effectively to promote the very good progress of the large majority of girls.
- There is strong and effective leadership which generates the high standards.

What could be improved

- The school recognises the need to improve further its procedures for monitoring the overall quality of education.
- Extending the opportunities for girls to experience reflection, especially as the statutory requirements for collective worship are not met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The overall improvement has been very good. It has sustained its ethos as a caring school. The quality of teaching has been improved, leading to the distinctive progress of its girls and the further improvement in standards. Very good progress has been made in improving the accommodation. The recently opened building incorporates a new library and sixth form teaching and social spaces. General facilities for physical education, music and vocational education have been improved. The overall approach to, and the involvement of staff, in planning have been well addressed. The appointment of a business manager has improved approaches to strategic planning, which is now a strength of the school. It enables it to review practices and requirements very effectively. The review of procedures for assessment has enabled the school to resolve this key issue. Insufficient progress has been made in meeting the statutory requirements for a daily act of collective worship. Since the last inspection, the school has achieved Technology College status, which has had a positive effect on resources, extending the curricular opportunities for all girls and contributed to the raising of standards. Even with these positive changes, the school still recognises that it has the potential for even further improvement, a view that is endorsed by inspection evidence.

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	A	A	A	A
A-levels/AS-levels	A	A	A	

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

The table shows that the standards achieved in the last 3 years were consistently well above the national average. The trend for improvement over the last four years is very similar to the national trend. GCSE and GCE A level results are also well above the national average for both girls' and all schools. Results are also well above in relation to similar schools. In comparison with other schools designated as Technology Colleges, results were very high. The individual points score for girls taking GCE A-levels in the year 2000 examinations was very high in comparison with national figures. Targets for the percentage of girls reaching the national levels have been met and a scrutiny of girls' work shows that standards for the large majority of girls reflect these results. Girls make very good progress, overall, and the majority of girls, including those with special educational needs, achieve very well. Results, in the National Curriculum tests at the end of Key Stage 3, are consistently well above the national average and show that girls make very good progress in this key stage. The school has been in the top 5% of schools nationally for these results. A significant number of girls who are identified as having special educational needs on entry make such good progress that they leave the register and this can be misleading with regard to the overall level of girls' ability and needs.

GIRLS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Girls have very good attitudes towards their work and teachers. They enjoy school and work very hard. They are proud of their school and care for resources very well.
Behaviour, in and out of classrooms	The behaviour of the vast majority of girls is very good at all times. They understand the difference between right and wrong.
Personal development and relationships	Girls show responsibility and care. They collaborate well and have exceptionally good relationships with teachers and each other.
Attendance	The overall attendance figures are very good. Both authorised and unauthorised absences for the last year were better than the average for secondary schools nationally.

The overall positive attitudes, very good behaviour and strength of relationships contribute extensively to the working and achieving ethos of the school. Girls respond very well to the high expectations made of them and appreciate the opportunities which they experience, taking good advantage of them and contributing well to the overall life of the school. The school has an ethos of fair play.

TEACHING AND LEARNING

Teaching of girls:	aged 11-14 years	aged 14-16 years	aged 16-18 years
Lessons seen overall	Very good	Good	Very good

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

The quality of teaching has been improved since the previous inspection. It is always at least satisfactory, is at least good in 85% of lessons inspected, and very good in 30% of lessons and excellent in 15%. The teaching of English, mathematics and science in both Key Stages 3 and 4 is reflected in the overall judgements of very good teaching. Teaching of literacy and numeracy is very good, often through support in other subjects. The teaching has a positive impact on girls' learning and leads to their very good progress and subsequent standards. In the best lessons, teachers enthuse their girls. Work set meets the differing needs of the girls. The scrutiny of girls' work shows that there is a high standard in teaching throughout the year. Girls with special educational needs are supported very well through the effective partnership between teachers and learning support staff. The very large majority of teachers' have really high expectations, providing a stimulating challenge to their girls, to which they willingly respond. Overall, teaching is a significant strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a very good breadth and balance. Extracurricular activities are very good.
Provision for girls with special educational needs	Provision is very good. The needs of gifted and talented girls are well met.
Provision for girls with English as an additional language	Good. These girls make good progress and they achieve good standards in their command of the language.
Provision for girls' personal, including spiritual, moral, social and cultural development	Very good provision is made for all aspects of girls' personal development. A particular strength is the provision for their moral, social and cultural development.
How well the school cares for its girls	The overall care is very good and is a strength of the school.

The curriculum provides effectively for the needs of the girls. The use of computers has been enhanced as a cross-curricular skill through the Technology College status, with additional provision for vocational education. The effective partnership between teachers and support staff enables girls with special educational needs to make very good progress. Whilst the opportunities for girls' personal development are very good, even further improvement can be made in developing the provision for their spiritual development. Statutory requirements for a daily act of collective worship are not met and there are insufficient planned opportunities for reflection. There is a very distinctive partnership with parents and with the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher provides very clear direction for the school. The overall management of the school is efficient and effective.
How well the governors fulfil their responsibilities	Governors provide very good support. They work effectively to fulfil their statutory duties.
The school's evaluation of its performance	Good. Analysis of tests results is carried out and used to set targets for whole school and for individual girls.
The strategic use of resources	The school provides the best opportunities for its girls and is providing very good value for money.

The leadership and management have high expectations and are enabling the school to maintain its standards and enhance the opportunities for its girls. There is a very good partnership between the headteacher and deputy heads. These qualities of leadership extend through the senior management team and to the management of departments and whole school responsibilities of pastoral and support staff. Governors have a very good partnership with the staff, but are not meeting their statutory duties for a daily act of collective worship. The school recognises that, even in the light of its current achievements, it can further improve its provision by extending the opportunities for all managers to be more involved in monitoring and evaluation.

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 standards and progress being achieved by their children. • The high standards of behaviour. • How well the school cares for its girls. • The good attitudes, values and beliefs being promoted and achieved by the school. • The good quality of teaching. • Very good extracurricular activities. • The school is very well led and managed. 	<ul style="list-style-type: none"> • The information about the progress their children are making. • Working closer with some parents. • The amount of homework set.

There was a good return to the pre-inspection questionnaire, but only a small minority of parents attended the pre-inspection meeting. Inspectors firmly agree with all of the points that please parents most. Within the compass of this short inspection, evidence from a scrutiny of girls' work and from talking with girls clearly indicated that there is a suitable amount of homework set. Reports and target setting give a clear picture of girls' progress and, at the meeting, parents considered that they were well informed. Inspectors did not find evidence to support the view that the school does not work closely with parents, especially considering the large attendance reported by the school for consultation meetings. There is a good 'open door' policy. There is a good range of extra-curricular activities. There is no question that the school has very high expectations, which parents endorse wholeheartedly.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards in girls' work at all key stages.

1. The attainment of the majority of girls on entry, as shown by their Key Stage 2 results, is broadly in line with the expectations for their age of eleven years. A significant minority of these girls are identified as having special educational needs, whilst a larger group have achieved standards which are above average.
2. The standards being achieved in the National Curriculum tests at the end of Key Stage 3 have been consistently well above the national average for the last three years. In the core subjects of English, mathematics and science, results for 1999 show that the percentage of girls who gained the expected levels for their ages and the percentage who achieved the higher levels were well above the national average. In comparison with similar schools, the results achieved in the tests have been well above average and for mathematics were very high in comparison with the average for these schools in 1999. The targets being set for the school are being achieved at the expected level and the trend for improvement is at least in line with the national trend. Targets set for the higher levels have been well achieved in mathematics, but are slightly below the targets set in English and science. The overall level of attainment at age 14 shows that many girls make very good progress in Key Stage 3 and that the school adds value to their performance.
3. In the 1999 GCSE examinations, the percentage of girls who achieved 5 A*-C grades was well above the national average. Results show a rising trend which is above the national trend for the number of points scored by individual girls. In the 5 A*-G grade band, results were very high. Again, these results, overall, were well above average in comparison with similar schools. The grades achieved in English, mathematics, science, geography, history and design and technology were well above the national figures. A small minority of girls do underachieve when their potential achievement from Key Stage 3 is taken into account, but, taken overall, the levels of achievement up to the end of Key Stage 4 are a strength of this comprehensive school.
4. At GCE A-level, where teaching is shared with the boys' school, the average points score has been above the national average for the last three years. The results for 2000 were an average of 27 points, which is significantly well above the national average and represents a year group of high achievement.
5. From a scrutiny of girls' work, which concentrated on the core subjects but also took into account work across all subjects, the standards being achieved in the school reflect the national results discussed in the previous paragraphs. There were good examples of really challenging work, not only within the scrutiny but also in the lessons observed. In all subjects, opportunities are taken to develop girls' literacy skills by ensuring that they understand the subject specific vocabulary and use it appropriately within question and answer sessions and in their written work. Numeracy is well used, for example, in science, geography and design lessons. The developing role of computers to enhance girls' work is very clear. Girls use information and communication technology for word processing, data analysis and desktop publishing. They make good use of the Internet for research purposes.
6. In all other subjects, standards of work are always at least in line with national expectations and normally above this level. Writing is often very mature and perceptive. The girls display good levels of general knowledge in their subjects and can recall knowledge and apply it in formulating hypotheses. They make very good progress. These overall standards are a significant and consistent strength of the school.

Achieves very high standards in girls' behaviour, attitudes and values through the effective provision for their personal development, which leads to its positive learning ethos.

7. In all activities seen during the inspection and from discussions with girls, staff and parents, the high standards being achieved in girls' behaviour, attitudes and values are clearly apparent. As visitors, the girls treated the inspection team with great courtesy. The girls enjoy coming to school. They are proud of their achievements and most have high aspirations. Staff take a great pride in the school and this impacts on girls' attitudes.
8. Provision for moral, social and cultural development is good and it is satisfactory for spiritual development. Limited space precludes a whole school assembly and thus girls attend year group assemblies each week. Themes are related to the life and work of the school. When girls are not attending an assembly they meet in registration groups, but these do not include an act of collective worship. The girls' response to this overall provision is good. Opportunities are taken up, for example, in discussions of aspects of literature in English and moral issues in geography, but there is insufficient planning for girls' spiritual development to further enhance the development of their values and beliefs or a sense of awe and wonder. The provision for moral development is very good, enhanced by the clear rules that the school has in place. It is well supported in a wide range of subjects where issues relating to prejudice, honesty, choice and responsibility are covered and in the personal, health and social education programme. Girls support a wide variety of charities of their own choice and they collect substantial amounts of money for these causes. The school promotes girls to have concern for each other and, although no girls are trained as counsellors, there are active year forums.
9. Social development is very good. Most girls relate well to their teachers and to each other and conduct themselves in a pleasant manner in most lessons and around the school premises. When they work in pairs and groups and engage in role play activities they do so to good purpose, developing their independence and taking the initiative in lessons. Girls respond well to opportunities to exercise responsibility. The very wide range of very good extracurricular opportunities provides the girls with many opportunities to mix socially and work together across the age range. Activities include music, orchestras and choirs, dance, drama and art. There is a full range of sports and the girls accredit themselves very well in competitive fixtures. Information and communication technology opportunities are very good, and the rooms are full after school as well as in the lunch breaks. The provision of subject and homework clubs in a range of subjects is very supportive of girls and helps to raise standards. A very wide range of educational journeys are undertaken, both within the United Kingdom and the European countries. They include residential fieldwork. The activities really enrich the curriculum and provide the girls with many opportunities for their academic and personal development. Overall, there is good equality of opportunity and the activities are very well supported.
10. Culturally, girls are provided with a wide range of activities such as visits to theatres, art galleries, museums and historical sites. Their awareness of aspects of their local society is developed and there are good school exchanges and cultural visits in Europe. School concerts are characterised by music from the cultures of many countries. For example, the choir is involved in a major national performance, singing a South African composition.
11. The overall quality of girls' behaviour is very good. In classes and around the school the large majority of girls are well behaved, although a small minority do not respond well to the high expectations set. The school is open to girls throughout the day, showing the high levels of trust placed in them. A calm, friendly atmosphere is evident in corridors, in the dining area and outside the school at the end of the day. In lessons, the majority of girls have positive attitudes to learning. They generally work willingly with enthusiasm and perseverance. The structure of many lessons gives girls the opportunities to develop the self-discipline required for independent learning. Their attendance is very good, supporting the continuity of their learning. There are no substantial amounts of litter and no graffiti. The school and girls report that there is very little bullying. There have been very minor exclusions in the last year. Girls generally have respect towards property. Overall, effective structures exist to promote good standards of behaviour, attitudes and personal development, which make a significant contribution to the standards being achieved.

12. The approaches to assessment enable the staff to know how well girls are progressing in their work and in their personal development. They are very well cared for and this care is a strength of the school. Through the support staff, health and safety arrangements are good. In lessons, risk assessments are carried out. Arrangements for child protection are effective and there are good links with outside agencies. Staff act upon concerns which they identify and are very aware of girls who may be having problems. Girls feel able to approach the Headteacher. Standards are promoted through an effective reward system and prizes are awarded. The school has an ethos of fair play.
13. The culmination of these positive characteristics is seen in the number of girls who continue their education after the age of sixteen. In the last year, 90 per cent chose to continue in education, and 8 per cent went directly to employment. At the end of their sixth form course, 78 per cent went directly into higher and further education. About 15 per cent are taking a gap year prior to their entry to higher education in which they are undertaking a wide range of activities. Ten per cent went to employment.
14. The overall provision leads to the very positive learning and caring ethos, which is very well endorsed by the parents.

Teaches very effectively to promote the very good progress of the large majority of girls.

15. Overall, teaching is very good and a significant strength of the school. The quality of teaching has improved since the previous inspection when there was a small amount of unsatisfactory teaching. In this inspection no unsatisfactory teaching was observed. Teaching is always at least satisfactory, is at least good in 85 per cent of lessons inspected and, very good in 30 per cent of lessons and excellent in 15 per cent. There is consistently good teaching, although, from inspection evidence, teaching is stronger in Key Stage 3 and in the sixth form. The scrutiny of girls' work shows that there is a high standard of teaching throughout the year. The teaching has a positive impact on girls' learning and leads to their very good progress and standards. The very large majority of teachers' have high expectations, providing a stimulating challenge to their girls, to which they willingly respond.
16. Lessons are generally very well planned. Teachers are clear about their learning objectives and share them with their girls. Just occasionally, this is not done clearly enough. In the best lessons, very good use is made of time and the lessons are conducted at a brisk pace. Relationships and class management are good, overall, and it is the quality of relationships which has a marked effect on the learning process. Girls feel confident to ask for explanations, but play their full part in question and answer sessions. Teachers make very good use of resources, not least computers. For example, the access to extensive resources allows teachers to develop girls' skills in a wide range of programs, so that they competently can apply the skills in their work.
17. The teaching of English, mathematics and science in Key Stages 3 and 4 is predominantly very good and leads to the very high standards which are achieved. Teaching in English covers all aspects of speaking and listening, reading a stimulating range of texts and writing for a very wide range of purposes. In mathematics, a hallmark of the best lessons is the very good use teachers make of the initial start and the end of lessons to develop mental skills. Teaching of literacy and numeracy is very good through the support it receives in other subjects. For example, in a science lesson, the teacher continually checked for the understanding of the specialised vocabulary. In mathematics rooms, there are good displays of key words which are well used throughout the lessons. In geography, the girls' understanding of statistics enabled them to further develop their skills.
18. Teachers often enthuse learners by their commitment, their teaching strategies and their knowledge. Girls respond very well to the ideas being put to them, as seen in a drama lesson where girls were engaged in role play. They rehearsed, and then played the role of Malvolio and his watchers in a scene from Twelfth Night in a most effective manner. They displayed a thorough understanding of the scene, the expressions required and the concentration to watch and evaluate each other's performance. In a modern languages lesson, the teacher's knowledge of her girls

enabled her to target questions very effectively. The girls responded in an excellent manner to the challenge of the work. In a music lesson, the girls made significant progress in their understanding and performing of chord sequences for rag time music because of the effective demonstration and the use of different strategies. Incorrect answers are treated with respect and seen as the path to improving knowledge. For example, in a history lesson, when a wrong answer was given, the positive response from the teacher led to a good level of discussion and motivated the girls to carry out their own research and reach their own conclusions. These examples illustrate the girls' commitment to their learning. An interesting comment was made by a parent, who stated that 'The teachers are very good at bringing out previously undiscovered skills, such as those in art, woodwork and electronics. Girls can take mechanical devices apart and reassemble them in such as a way that they continue to work.'

19. Girls with special educational needs are supported very well through the effective partnership between teachers and learning support staff. Work meets the differing needs of these girls. In a mathematics lesson, with a significant number of girls with special educational needs, the work was well matched to the current levels of the girls' knowledge, understanding and skills. The teacher used a wide range of activities to ensure that the girls understood their work and very good support was planned for and well implemented by a member of the learning support staff. Teaching groups, set by ability, also enhance learning and enables teachers to develop challenging and appropriate work.
20. In the majority of lessons, teachers spend time checking for the levels of understanding. The best lessons have really good summary sessions which enable teachers to assess the levels of learning. Marking is sound, but with some inconsistency. Where it is excellent, there are very detailed comments which show girls how to improve their work, or acknowledge the achievement. Good use is made of assessment in the setting of appropriate work. Homework is used well to extend girls' learning.

There is strong and effective leadership which generates the high standards.

21. The school's aims, which are very clearly shared, are being very well met in relation to both the personal and academic standards achieved by the girls. Their achievements are recognised. This is because the school is exceptionally well led through the effective partnership of the headteacher and the deputy head teachers. The very clear direction given by the headteacher and the positive support she enjoys shape the ethos of the school. Staff, governors, girls and parents have great confidence in her leadership. She is very committed to the school. The management within departments and of staff who hold whole school responsibilities, for example, pastoral care, is effective. It is this good quality of management that allows the school to be a rigorous and effective place which is seeking to become a centre of excellence for learning.
22. The governing body are very aware of the school's strengths and weaknesses through an effective partnership with the professional staff. They fulfil all of their statutory duties except for ensuring that there is a daily act of collective worship, an issue listed in the last inspection report. The headteacher and senior staff are fully involved in the planning cycle. The initiative to appoint a business manager enabled the school to address its issue regarding planning in an exemplary manner. This appointment has enabled the school to benefit by allowing the professional staff to concentrate on teaching and learning, whilst the business manager and support staff maximise its resources and construct strategic plans to shape its development. The quality of planning is now very good.
23. The school has addressed virtually all of the key issues from the last inspection in 1996 and improvement has been very good, overall. Results at the end of both key stages and in the sixth form, show improvement. The quality of teaching has improved. Very good progress has been made in improving the accommodation, through the recent construction of a block which incorporates a new library and sixth form teaching and social areas. The library provides well for the use of computers and is an aid to developing opportunities for independent learning. A major initiative has been the award of Technology College status. Through effective management this has enhanced the resources and, in particular, developed the use of computers in subjects across the curriculum and for vocational education. General facilities for physical education, music and

vocational education have been improved. The review of procedures for assessment has enabled the school to resolve this key issue.

24. The management still recognises that there is the potential for even further improvement, a view that is endorsed by inspection evidence. This is based on the very detailed analysis of examination and test performance, which enables the setting of challenging targets for both the academic and personal development of the girls. The leadership and management are the keys to the very high standards which the girls are achieving and the high expectations which are to be found in a very high percentage of lessons.

WHAT COULD BE IMPROVED

The school recognises the need to improve further its procedures for monitoring the overall quality of education.

25. Whilst there is good monitoring and evaluation, the school recognises that the roles of middle managers in the overall process of self-evaluation could be developed further, particularly with regard to raising the quality of teaching and learning. Senior staff are extensively involved in the process and governors operate effectively to be well informed with regard to standards and the quality of education. The involvement of heads of department and other staff with whole school responsibilities in the overall self-evaluation process requires further development. Not all heads of department are extensively involved in formally monitoring the quality of teaching and learning. Whilst this does not lead to significant issues, more effective practice is needed to support both the professional development of staff and evaluate areas for improvement further.

Extending the opportunities for girls to experience reflection, especially as the statutory requirements for collective worship are not met.

26. From inspection evidence, discussions with staff, girls and parents, the opportunities for spiritual development are satisfactory. Opportunities occur in a wide range of subjects and whole school activities, but because there is not effective planning to ensure that opportunities are recognised, the provision for spiritual development suffers. This concern is compounded as the statutory requirements for a daily act of collective worship are not met. The school does not have sufficient large spaces to assemble more than three year groups at a time, but no alternative provision is regularly made, for example, in tutor time, for girls to experience collective worship or to have time for reflection. The small number of assemblies that were observed were of good quality in relation to moral, social and cultural themes, but some did not include opportunities for reflection and did not involve an act of worship. The statutory requirement was a key issue in the last report and progress towards this issue has been unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

Improve the opportunities for girls' spiritual development by:

- effectively planning within subject areas the opportunities for girls to reflect on issues and values raised in their work;
- meeting the statutory requirements for collective worship through alternatives to large group assemblies (paragraph 26).

The school recognises the need to improve further its procedures for monitoring the overall provision in departments and this requires closer support for managers in their monitoring and evaluation of the quality of teaching and learning (paragraph 25).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and girls	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	12	16	6	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 girls

Girls on the school's roll

	Y7 - Y11	Sixth form
Number of girls on the school's roll	690	121
Number of full-time girls eligible for free school meals	41	1

Special educational needs

	Y7 - Y11	Sixth form
Number of girls with statements of special educational needs	7	0
Number of girls on the school's special educational needs register	60	0

English as an additional language

	No of girls
Number of girls with English as an additional language	11

Pupil mobility in the last school year

	No of girls
Girls who joined the school other than at the usual time of first admission	15
Girls who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.6
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

	Year	Boys	Girls	Total
Number of registered girls in final year of Key Stage 3 for the latest reporting year	1999		136	136

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of girls at NC level 5 and above	Boys			
	Girls	121	116	108
	Total	121	116	108
Percentage of girls at NC level 5 or above	School	89 (82)	85 (78)	79 (80)
	National	63 (65)	62 (60)	55 (56)
Percentage of girls at NC level 6 or above	School	42 (57)	62 (57)	46 (43)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of girls at NC level 5 and above	Boys			
	Girls	116	121	123
	Total	116	121	123
Percentage of girls at NC level 5 or above	School	85 (91)	89 (78)	90 (79)
	National	64 (61)	64 (64)	60 (61)
Percentage of girls at NC level 6 or above	School	48 (69)	64 (51)	40 (45)
	National	31 (30)	37 (37)	28 (30)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999			132

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of girls achieving the standard specified	Boys			
	Girls	98	131	131
	Total	98	131	131
Percentage of girls achieving the standard specified	School	74 (78)	99 (98)	99 (98)
	National	46.6 (51.5)	90.9 (89.7)	95.8 (94.6)

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

GCSE results		GCSE point score
Average point score per pupil	School	48 (47.7)
	National	38 (36.3)

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 girls who achieved all those they studied	School	n/a
	National	

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	n/a	51	51

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		23.4	23.4 (18.5)	n/a	n/a	n/a
National		18.1	17.9 (23.4)	n/a	n/a	n/a

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 girls who achieved all those they studied	School	n/a
	National	

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those girls who achieved all they studied	School	n/a
	National	

Ethnic background of girls

	No of girls
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	5
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	2
White	764
Any other minority ethnic group	3

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	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7-11

Total number of qualified teachers (FTE)	38
Number of girls per qualified teacher	18.2

FTE means full-time equivalent.

Education support staff: Y7-11

Total number of education support staff	4
Total aggregate hours worked per week	74

Deployment of teachers: Y7-11

Percentage of time teachers spend in contact with classes	77.2
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Average teaching group size: Y7-11

Key Stage 2	n/a
Key Stage 3	25.8
Key Stage 4	21.2

Financial information

Financial year	1999/2000
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	£
Total income	2048166
Total expenditure	2014509
Expenditure per pupil	2506
Balance brought forward from previous year	49944
Balance carried forward to next year	85896

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	811
Number of questionnaires returned	236

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	43	4	1	1
My child is making good progress in school.	44	50	2	0	4
Behaviour in the school is good.	37	53	6	1	3
My child gets the right amount of work to do at home.	26	60	10	2	2
The teaching is good.	42	50	1	0	6
I am kept well informed about how my child is getting on.	29	44	11	3	11
I would feel comfortable about approaching the school with questions or a problem.	48	40	6	2	4
The school expects my child to work hard and achieve his or her best.	69	30	1	0	0
The school works closely with parents.	32	46	10	3	9
The school is well led and managed.	50	44	2	0	4
The school is helping my child become mature and responsible.	46	46	3	1	5
The school provides an interesting range of activities outside lessons.	40	42	6	3	9

Summary of parents' and carers' responses

The comparatively large percentage of answers in the 'don't know' column represents parents of girls who started at the school at the beginning of this academic year. Within the compass of this short inspection, evidence from a scrutiny of girls' work and from talking with girls clearly indicated that there is an appropriate amount of homework set. Reports and target setting give a clear picture of girls' progress and, at the meeting, parents considered that they were well informed. Inspectors did not find evidence to support the view that the school does not work closely with parents, especially considering the large attendance at consultation meetings. There is a good range of extra-curricular activities. There is no question that the school has very high expectations, which parents endorse wholeheartedly.